Parallel concordancing: are there benefits for intermediate learners?

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Parallel concordancing: Are there benefits for intermediate learners?

by

Eric Peter Bodin

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
MASTER OF ARTS

Major: Teaching English as a Second Language/Applied Linguistics (Computer Assisted Language Learning)

Program of Study Committee:
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Iowa State University
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Graduate College
Iowa State University

This is to certify that the master's thesis of

Eric Peter Bodin

has met the thesis requirements of Iowa State University

Major Professor

For the Major Program
to my Mom and Dad who got me here,
my wife and son who saw me through,
and my Saviour who oversaw it all
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CHAPTER 1. INTRODUCTION

Adults have been learning languages since the morning after the tower of Babel. Different methods and theories have been advanced explaining the best way to learn a language and how you can learn Spanish, for example, in 3 easy steps. The process has never been very easy, though, and learners have often come away from language classrooms feeling like there is something that the teacher wasn't telling them. Linguists have struggled to nail down a good working definition of what a language is, or for that matter, what a word is. But from the Rosetta stone to the Bank of English COBUILD Corpus, people have gathered instances of language and tried to figure out what exactly is going on. Today we are able to gather huge volumes of language together (called a corpus—which means a body of text) and do statistical analysis on various features. This has caused a revolution in the world of linguistics that has forever changed what used to be the basic tools of the language teacher: the dictionary and the grammar book. All four major publishers of learner dictionaries use corpus information to create definitions and provide examples (Schmitt, 2000, p. 68). The monumental Longman Grammar of Spoken and Written English (Biber, Johansson, Leech, Conrad, & Finegan, 1999) is based completely on corpus data and contradicts many of the intuitional notions of the past.

A basic tool of the researcher to investigate these large bodies of text has been the concordancer. This is a simple program that searches the corpus for a specified search string and returns all instances of the desired string for the viewing of the researcher who can then draw conclusions about the language based on observed data and frequencies.
Concordancing as a classroom activity has been going on since the mid 1980's. Tim Johns helped popularize the idea of letting students do their own language research, on a single text concordance, where the teacher is a co-researcher with the idea he called Data Driven Learning (DDL) (see Johns, 1988). Concordancing in the classroom has gained popularity in the overall area of Computer Assisted Language Learning (CALL) because it has the ability to provide authentic language samples for incorporation into class (Stevens, 1991), which has increased relevance to the learner (cf. Chapelle, 1999). It also has the ability to increase the autonomy of the learner (Johns, 1991), which encourages the learner to be self-motivated (cf. Healey, 1999).

Many translators have co-opted these ideas from language learning and used the idea of DDL and expanded it to use parallel or multilingual texts (aligned instances of texts that are translations of each other) with a concordancer as a resource for translators and a tool to teach and train translators. The constant interaction between the learner/translator's original tongue (L1) and the target language (TL), as well as the insight between the languages from past translators, has proved to be a valuable tool that improves quality of translation and increases the translator's knowledge and ability in the TL (Danielsson & Ridings).

This kind of advanced language learning is now being tested for its efficacy with beginning and intermediate language learners. Tom Cobb, campaigned for the inclusion of concordancers in the classroom and built a strong case as he went. He measured learners' performance to be 12% better at placing the newly learned words into a novel text gap filling exercise as compared to the same students placing the newly learned words in a novel text when they had not had a corpus available to aid in learning the
words (1997). A recent issue of *Language Learning and Technology* had a special issue on corpora in the classroom in which they included two articles on explorations into using parallel texts with learners of German and Chinese (Lixun, 2001; St. John, 2001). But despite the promise of this approach, many questions still remain regarding the use and benefits of parallel concordancing in a classroom situation.

**Purpose of the study**

The purpose of this study is to determine if intermediate learners of French benefit from using a parallel concordance to investigate the TL. It does this by obtaining data from subjects in three ways. The first means of data collection is done by prompting subjects to consider areas of lexical understanding that have been elucidated by a single-text concordance investigation and observing how they consider these areas of understanding when they conduct their own parallel-text investigation. Secondly, this study uses a pretest and posttest before and after students conduct the above activity to determine if learners become more native-like in translation judgments after using a parallel concordance to investigate TL words. It then goes on to consider learners’ evaluations of using a parallel concordance in order to draw conclusions about the learner appeal of using a parallel concordance.

**Rationale**

This study is useful for both theoretical and practical reasons. According to recent theory into the second language mental lexicon, the deepening of lexical/semantic relationships in the TL is the key to deepening the TL mental lexicon and the key to
becoming more advanced in the TL (Singleton, 1999 p.157). Since parallel concordancing provides such a concrete representation of the “ideal” TL and L1 mental lexicon of the same text, it may provide an excellent opportunity for learners to gain further insight into the TL/L1 mental lexicon relationship.

Practically, this study is beneficial to teachers and researchers because it attempts to determine some of the learner benefits of parallel concordancing. Teachers can then exploit these unique benefits in the classroom, and researchers will be given further direction to guide their studies. Since this study involves the semi-autonomous use of a parallel concordance, one simple, practical insight it will have is to show whether or not a parallel concordance would be a useful tool to make available as a resource in the second language classroom.

Research Questions

With these theoretical and practical goals in mind, specific questions were formed to guide in designing and implementing the research:

What evidence is there that short-term, semi-autonomous, parallel-concordance learner investigation of L1 to TL semantic correspondences benefits intermediate learners (a) by making learners’ grammaticality judgments more native-like (b) by increasing awareness of TL/L1 lexical/semantic relationships and (c) by appealing to learners?

Organization of this Study

This study first reviews the literature that has informed and motivated much of this study. This includes the literature regarding concordancing in the classroom. This
review gives a history of how concordancing was introduced and how it has developed as well as the similar path that parallel concordancing has taken. Next it reviews the literature on vocabulary acquisition and describes how major themes within the field are similar to parallel concordancing activities. It then relates the literature on the L1/TL mental lexicon to the exciting developing work of parallel concordancing and reviews and applies insight from the area of language testing using grammaticality judgements in order to adapt a new type of test that may be able to yield better insight into the relationship between the two fields of the mental lexicon and concordancing.

Chapter 3 then describes the materials that were used to conduct the present study and describes how the study was conducted. Chapter 4 discusses the results of the study and how the conclusions were derived from the data. Chapter 5 then concludes by stating some of the applications of the implications of this study and giving suggestions for further research.
CHAPTER 2. LITERATURE REVIEW

Within the field of CALL there have been many activities whose effectiveness have been studied and debated. Likewise, there has also been debate over how the activities should be researched and what the evidence for the effectiveness of an activity should look like. Chapelle (2001, p. 66) has stated that empirical data is necessary in order to be able to discuss the effectiveness of an activity. Therefore, this chapter will review other empirical CALL concordancing studies in order to gain insight into the process of obtaining empirical data. One way that empirical data on the effectiveness of an activity is obtained is by using a language test, which can then be scrutinized to provide evidence for or against the effectiveness of the activity. However, the specifics of the tests that provide the data is often not presented or discussed thoroughly. Therefore, literature on testing will be discussed in this chapter. Theoretical positions into vocabulary acquisition and the second language mental lexicon will also be reviewed to gain insight as to how this CALL activity can be used to learn vocabulary and what is going on in the learner's head when vocabulary is being studied.

This chapter begins by reviewing literature from within the area of concordancing and parallel concordancing. It gives a brief history of how concordancing and parallel concordancing have developed and how this present study relates to this previous work. It then goes on to consider the broad area of insight into vocabulary acquisition and then the more specific area of the mental lexicon with its focus on the relationship between the L1/TL mental lexicon. The research into the idea of the L1/TL mental lexicon has unique
parallels to a parallel concordance and so gives valuable insight into the present study.

Finally, this chapter considers the area of testing and how learners can be tested in order to determine whether or not an activity with a parallel concordance helps their grammaticality judgments to be more native-like.

**Concordancing**

Parallel texts have been a source of insight into the meaning of a text for thousands of years. Even before the printing press, scribes put the Latin and Greek texts of the New Testament on the same page for readers to be able to compare the two languages and arrive at a better understanding of the meaning behind the texts. However, it is only recently that language learners have had the ability to access a corpus quickly and easily. Learners are now beginning to experience the power of this tool and teachers are beginning to harness it. Indeed, many have noted that corpus-based investigations have the power to greatly change the language learning process. Barlow (2000) notes, “Given the complexity and extent of fine-grained lexical patterning of language revealed by corpus-based investigations, it is likely that the bulk of language acquisition is the result of inductive rather than deductive learning mechanisms, a fact which, if true, has far reaching consequences for the teaching of languages.” (p.109)

The modern history of parallel corpora has developed in a similar pattern to the way that single text concordancing has, though a few years behind. When the power of microcomputers began to be exploited for use in analyzing large bodies of text, it was first the technical language researcher that was interested in corpora and their possibilities for what the data could tell us about language. There were many technical difficulties that
had to be overcome in dealing with large bodies of text, but as memory became cheaper
and processing speeds became faster and algorithms more efficient, the rewards of
cordancing began to be taken advantage of by linguists not focused on computational
linguistics. Teachers saw the benefits of the concordancer and the materials that were
produced by using it, and they began to produce materials and activities that exploited the
advantages of the concordancer. The use and investigation into concordancing continues
to grow.

In the last few years in the world of parallel concordancing, there has been much
research being conducted with parallel corpora such as the English - Norwegian Parallel
Corpus (University of Oslo, 1997) and the French - English parallel corpus called
TransSearch (RALI, 2001). There have also been simultaneous projects inspired by
pedagogical goals such the development of Paraconc by Michael Barlow or Multiconcord
by David Woolls. The major technical difficulties have been overcome and teachers are
developing and promoting activities that exploit the strengths of parallel concordancing.
A conference devoted to, among other things, the integration of corpora into the
classroom, TALC (Teaching And Language Corpora) 2000, had topics that reflect this
trend. One presentation was entitled “FIEDERS: a Multi-lingual corpus for teaching
purposes” (Benko, 2000). The research has been focused on technical issues and
possibilities in the classroom and has not focused on the learners to significantly advance
the knowledge of how best to use parallel concordancing in the classroom.

This was evident in the recent collection of articles, *Multilingual Corpora in
Teaching and Research* by Botley, McEnery and Wilson (2000). The collection had no
articles that were empirical studies of learner’s experiences using parallel concordancing,
though many promise great benefits to the learner. For example, Danielsson & Ridings' (2000) report on software for the translation program at Göteborg, and Peters, Picchi & Biagini’s (2000) report on parallel and comparable bilingual corpora in language teaching and learning both gave valuable information on what has been done and how it has been done and how the learner can use their program. However, the collection does not have an empirical study of what the learner actually does with a particular program and the measurable benefits for the learner.

Others have noted this lack of empirical studies. Cobb (1997) noted this trend in his uniquely empirical study of concordancing and Chapelle (2001, p.44) has again recently suggested that CALL research in general could benefit from empirical studies of learners. That call is echoed again here in the specific interest of parallel concordancing. There are some studies in single text concordancing that have proven to be insightful and valuable, which should be enticing. For example, Cobb showed that the measurable vocabulary learning advantage of hands-on concordancing was 12% over students not using concordancing (1997, p.312). He then later showed that “searching through a corpus for clear examples of new words produced both definitional knowledge and transfer of comprehension to novel texts, short and long term” (Cobb, 1999, p.352). The rewards of this research are being taken advantage of by language teachers and interest is growing that will fuel the use of and investigation into parallel concordancing. But further research needs to be directed towards empirical studies of what the benefits to learners are and what learners actually do with a parallel concordance in order to continue making significant gains in the use of parallel concordancing in the classroom.
Recently, a special issue of *Language Learning and Technology* (Tribble & Barlow, 2001) was devoted to “using corpora in language teaching and learning” and contained a few relevant articles on using a parallel concordance for language learning that may begin to signal a shift that shows the above call is being heeded. For example, Lixun (2001) detailed his method of overcoming the problems of making a Chinese/English parallel concordance and illustrated its use by observing learners go through some activities. He had eight Chinese learner’s of English investigate the relationship between the English word “now” and the Chinese word “xian4zia4” (the Pinyin representation of the Chinese ideograms) through a series of 3 tasks. The tasks were questions about parallel concordancing examples that had been categorized into similar examples. Lixun reported that he observed the students deduce several linguistic insights from the examples that they were presented with, such as that “xian4zia4” cannot be used independently as an adverb but “now” can be used independently. Lixun, however, did not report what evidence he used to conclude that the students had gained these insights nor how he had collected this evidence.

In the same issue, St. John (2001) reports on piloting the use of a parallel concordancer with a beginning student of German by simply giving the student the corpus along with 17 words to investigate and seeing what happens. She obtained valuable self-report data from her subject both during the investigations and after the project. Her preliminary results are favorable in that she observed the student deducing lexical and grammatical insights on his own using a process that he evolved during the series of investigations.
Kennedy and Micelli (2001) advance the cause of empirical concordancing investigations, though with a single text concordance, by video recording students while they conduct investigations and interviewing them immediately after to collect retrospective data. The general pattern that they find of learner investigations is: (a) formulate the question; (b) devise a search strategy; (c) observe the examples and select relevant ones; and (d) draw conclusions. They report how students go about corpus investigations and offer valuable suggestions for how students can be taught to conduct investigations of their own, but they do not quantify their data or report it in a way that fully justifies their conclusions or so that others could analyze it.

In this issue of *LLT* we begin to see empirical studies into the use of parallel concordancing come forward, but there is still many more things to be investigated and many ways that the reporting could be made more rigorous such as detailing the methods of collection and the analysis of the data.

**Vocabulary Acquisition**

The broader field of vocabulary acquisition affirms that using a parallel concordance should be a useful activity in acquiring vocabulary, but does not specifically address the idea of using a parallel concordance in order to learn vocabulary. This affirmation is deduced because there are three major concerns within the field that are addressed by the use of a parallel concordance to learn lexical items. The first is the relationship between lexical items and grammar, the second is the relationship between lexical items and their frequent occurrence with other lexical items (collocation), and the
third is the need for lexical items to be encountered by the student in a variety of contexts.

The relationship between lexical items and grammar is largely accepted and espoused by linguists, but the relationship is difficult to teach if lexical items are taught discretely. Schmitt (2000) relays this relationship when he says, “lexical knowledge and grammatical knowledge are inextricably linked in a kind of lexicogrammar (p. 58).” Nation (2001) affirms this relationship and then hints at the use of a parallel concordance in his book on vocabulary learning. He says, “Many linguists now consider the lexicon to play an important, if not central, role in grammar (p. 55).” He then goes on to say, “The grammatical learning burden depends on parallels between the second language and the first language... (p. 56).” He does not specifically address the idea of using a parallel concordance to study lexico-grammatical items, nor does he address using a parallel concordance to study vocabulary, but his statements suggest that learners could gain insight from studying the parallels between languages that could be revealed by using a parallel concordance.

The next two areas of concern for lexical acquisition are areas where single text concordancing has given major insight. It is reasonable to assume then, that a parallel concordance could also give similar, if not better results. Nation (2001) expresses the arguments for drawing learners’ attention to collocation in three succinct statements.

1) Language knowledge is collocational knowledge.

2) All fluent and appropriate language use requires collocational knowledge.

3) Many words are used in a limited set of collocations and knowing these is part of what is involved in knowing the words (p. 318).
Schmitt (2000) also states the high value of collocational knowledge by saying, “the realization that words act less as individual units and more as part of lexical phrases in interconnected discourse is one of the most important new trends in vocabulary study (p. 78).”

The final strain within vocabulary acquisition that gives weight to the idea of using a parallel concordance to learn lexical items is the idea that words need to be encountered within a variety of contexts. Nation (2001) makes this a “major theme (p. 4)” of his book on learning vocabulary, but laments that, “There is still little research on how vocabulary knowledge grows and how different kinds of encounters with words contribute to vocabulary knowledge (p.4).” This lament is reflected in the literature also with articles describing how one can deal with “the beginner’s paradox (Coady, 1997, p.229)” of needing to read extensively to acquire vocabulary, but not having the vocabulary to understand what is being read and the description of the “lexical plight in second language reading (Laufer, 1997)”, though some practical advice is given. Still, it remains an underlying assumption that learners need to encounter vocabulary within various contexts in order to learn the word.

Mental Lexicon

Since the area of concordancing, and especially parallel concordancing is inadequate to fully inform the background to this study, and the area of vocabulary acquisition can broadly - but not specifically - inform this study, we must refer to other areas which give valuable insights into what learners may think when they encounter a parallel concordance.
The area of inquiry into the mental lexicon provides an insightful window into what may be happening in students' heads when they are asked to investigate words using a parallel concordance because of the obvious parallels between the L1/TL mental lexicon and the two texts of the parallel concordance; namely that the parallel texts are intended to be nearly identical mental representations, but in different languages just as the two mental lexicons can, ideally, be used to express one identical thought, but in different languages. Contemporary theory into this area confirms that parallel concordancing should be a useful activity to develop the L2 mental lexicon.

Singleton (1999), extensively reviews the literature over the debate between the relationship between the L1 and TL mental lexicon and synthesizes this process: at the beginning (of when a word is first introduced, not of when the language is studied) TL words are more easily remembered by phonological associations to the L1, but as the learner advances in exposure to the word, the learner builds a “processing history, passing from a more ‘phonological’ to a more ‘semantic’ profile as it becomes more integrated into the internalized system (Singleton, 1999, p.136; from Söderman, 1989).” This pattern is confirmed and expanded by those such as Hulstijn and Tangelder (1991; 1993) who hold the view that “the task of acquiring the semantic characteristics of a word takes much longer than acquiring its formal characteristics” because they see “semantic integration as the more challenging component of the acquisition of any word (Singleton, 1999, p.139)” and Sonaiya who says “the primary task in vocabulary acquisition is seen as one involving continuous refining of meaning and readjustment of boundaries between lexical items that have already been acquired and subsequent items that are encountered”. (quoted in Singleton, 1999, p. 145; from Sonaiya, 1991, p.274)
Researchers in the area of cognitive psychology, psycholinguistics and artificial intelligence, while they do not directly consider how a word is assimilated into the mental lexicon, do consider the semantic associations of a word to be a major factor for how it is accessed and stored in the mental lexicon where semantic boundaries are constantly redefined in order to accommodate new semantic associations. Aitchison (1994) comments, “A full understanding of the meaning of many words requires a knowledge of the words which are found with it or related to it (p. 63)” indicating that the semantic relationships between words are primary to the full integration of a word into the mental lexicon. She later describes the mental lexicon as “the human word-web – the way in which humans link words together in their minds...words seem to be organized in semantic fields...(p. 97).” Taft (1991) claims that semantic influence is not the primary way that words are accessed (through reading) in the mental lexicon (p. 57), but when he proposes his multiple-levels model “concepts” (p. 81) is at the top of the chart, demonstrating that these are the real thing that the lexicon is made up of while graphemes and phonemes are the way that they are accessed. Furthermore, Velardi (1991) explains the usefulness of obtaining a semantic lexicon for the purpose of natural language processing, thus implying that the natural process of the mental lexicon is primarily semantic.

Given this theory of how the mental lexicon works, the parallel concordance can be seen to fit well the model of vocabulary acquisition. Since the primary obstacle in developing the TL mental lexicon is one of understanding the semantic meanings of a word, and since the parallel concordance may provide the learner unprecedented understanding of the semantic nuances of a TL word (through the L1), activities
involving a parallel concordance should be ideal for acquiring TL lexical items. Indeed, Singleton almost suggests just this in the close to his book when he gives the implications of all the research that he has reviewed and presented:

...where related languages are concerned, the cross-lexical factor can greatly enhance accessibility in receptive mode (thus rendering the L2 lexical input more comprehensible and thus more readily acquirable than would otherwise be the case)...one response to the cross-lexical dimension, therefore, would be to ‘make friends with’ it by adopting a ‘language awareness’ approach and exploring areas where strategic transfer between given languages will and will not work.

(Singleton, 1999, p.275)

That is what is intended in the present study. We will try to “make friends” between the TL and L1 and explore areas where “strategic transfer will or will not work.”

Grammaticality Judgment Test

If we are to judge whether or not using a parallel concordance helps the areas of strategic transfer, the subjects must be tested in some way to gauge the success or failure of the activity. Therefore the literature on testing was reviewed in order to inform the design of the study. It did this in two ways. The chief portion that it informed had to do with the form and design of the grammaticality judgment (GJ) test, but it also gave insight into the group think-aloud.

The GJ test has been in use for some time. First by theoretical linguists in order to make inferences based on the intuitions of native speakers regarding the grammaticality
of a given statement. It has since been adapted into second language acquisition (SLA) research in order to make inferences based on learner judgments regarding the grammaticality of a given statement. In this SLA research, the reliability and validity of such tests have been debated. Gass (1983) began extensively investigating the use of the GJ test in second language acquisition and remains one of its’ primary defenders (see Gass, 1994), though others have also concluded that the GJ test is a consistent test (Mandell, 1999). Still others have investigated the claims and have become skeptical about the reliability of the GJ test. Recently, Han reviewed the evidence and did an extensive study investigating the reliability of grammaticality judgment tests and found that in general “researchers should be aware that there is a problem of reliability in grammaticality judgment tests” (2000). The major problem that Han identified was the fact that GJ tests “are not solely a reflection of linguistic knowledge ... but are influenced by a number of other factors such as processing constraints, response biases, the nature of the target structures, and inter- and intra-learner differences” (Han, 2000, p. 178).

Because of these shortcomings of the GJ test, major changes were made to the format of the test and suggestions from past research intended to make the GJ test more reliable were incorporated into the present test. Changes were made to the way that the test is formed, what the test tests, and the way that the test is scored in an attempt to deal with some of the problems identified by Han. I will outline these major changes below and then define ways that this test is informed by past tests. These changes were intended to make the test a more focused reflection of the linguistic knowledge of the learner and remove other influences to the score. Because the present test is so different from many
GJ tests, I then explain a test usefulness framework that will be used to evaluate the usefulness of this test.

The first major way that the GJ test used in this study is different from previous uses is that it gives the L1 translation of the TL item being tested. This is meant to remove processing constraints that may interfere with access to broader textual influences by giving the test takers full access to the intended meaning of the utterance through their L1 and produce a score that more closely reflects only one ability.

The second major way that the GJ test used in this study is different from those used in other studies is that it does not test grammar per se, but contextualized lexical items (and thus the grammar that goes with them) where the learner knows that everything in the context is a natural utterance with the possibility that the lexical item may have been switched to make it ungrammatical to a native speaker. Therefore, it does not first rely on identifying the UG of the TL, like most GJ tests. When Han investigated the reliability and validity of the GJ test, she first identified a target grammatical structure (verb complements) and outlined their use in the language of universal grammar. She identified Type A (which take either finite clauses as their object, though they may take non-finite phrases as well) and Type B (which can be classified in six different ways) and used a total of 14 verbs which reflected the five error-types that learners make (2000, p.181). Similarly, when Mandell concluded that GJ tests were a consistent measure of language, he first identified very specific “V-movement-related syntactic properties in Spanish (Mandell, 1999, p.84).” Both of these were no doubt very accurate, but also very complicated and for my purposes, unnecessary. I do not know of a GJ test that focuses on lexical items, but given the integration of lexical items with grammar, asking learners to
judge contextualized lexical items instead of entire phrases should result in a more
focused test that removes unwanted influences that distract the test taker and skew the
scores.

Another major way that the GJ test used in this study is different from most GJ
tests is the way in which it is scored. Gass (1994) reviews different ways that GJ tests
have been scored and finds that a major problem in the scoring has been how to interpret
the “Not Sure” selections out of the given choices “Grammatical”, “Ungrammatical” or
“Not Sure” or what to do with the middle options of a confidence scale. Some have
simply thrown out the “Not Sure” responses because it was a small percentage of their
overall responses and they didn’t know what to do with them, some have counted the
“Not Sure” as if it was correct, and we could add that some (Han, 2000, p.184) counted
the “Not Sure” response as incorrect because it evidenced a lack of knowledge. The
present study counts a correct response as indicative of the presence of correct knowledge
and so awards one point (+1). A “Not Sure” response is indicative of the lack of
knowledge and is awarded no points (0) while an incorrect response is indicative of the
presence of incorrect information and so a point is subtracted from the overall score (-1).

As further justification of this method of scoring, this study will compare pretest
to posttest scores, not try to interpret one score. Because of this, it was necessary to score
the test in such a way that the number of “not sure” answers would be taken into account
so that the prescore and postscore would be comparable and not reflect test taker response
bias which could inflate the posttest score if the student had many “Not Sure” responses
on the pretest and few on the posttest.
These major differences from past GJ tests were thought to focus the test in such a way as to remove factors other than linguistic knowledge from the overall score to produce a test that is more focused and reliable.

The test used in this study is not just different from previous tests, it is also informed by them. Valuable insights were gained from other tests so as to better the way that the present test was formed and the construction that was studied.

Cowan and Hatasa (1994) - some of the most critical reviewers of the GJ test - gave valuable, practical advice on how to make the GJ test more reliable such as having an equal number of grammatical and ungrammatical items and reviewing items with native speakers. Both of these suggestions were incorporated into the current study, though not to the degree that they suggest (p. 298). Another suggestion that they made was that the locus of the error could affect the judgment that the subject makes because if the error is later in the sentence, the subject may be convinced of the grammaticality of the sentence by the grammaticality of the initial part of the sentence, when the error is at the end. Gass (2001, p. 430) dealt with a similar problem because the subject was focused on an area where there was not a problem and ignored the portion of the sentence where there was an error. However, the present study focused on those single lexical items over which the subjects knew that they were being tested. Furthermore, their attention was drawn to the word because the word was placed in bold font. This was an attempt to control for the phenomenon of judging the sentence to be grammatical before taking into account all of the evidence.

Bachman and Palmer (1996, p. 18) provide a framework for evaluating the usefulness of a test, which will be applied to the test in this study in chapter 3 and 4. The
framework combines the following qualities to evaluate usefulness: Reliability, Construct Validity, Authenticity, Interactivness, Impact, and Practicality. The first two qualities are essential to the usefulness of a test and will be discussed in chapter 3 with the discussion of the pretest and posttest. Authenticity and Interaktivness will also be discussed in chapter three because they are an essential part of Construct Validity. Impact and Practicality will be discussed in chapter 4 along with the overall discussion of test usefulness.

The literature on testing not only affected the way that the GJ test was designed, but also the way that the group think-aloud was set up. Goss et al (1994) explore the idea of obtaining data by having subjects do projects together and recording their interaction. Learners working individually will often not speak when they are thinking the hardest (exactly when the researcher most wants the data), but by placing the learners in pairs, they are naturally forced to articulate ideas which can then be recorded. For this and practical reasons of database access, the subjects in the present study were placed in groups during the word investigation activities, but not during the GJ test.

In this chapter, the literature from concordancing provided an overview of the progress that parallel concordancing has been making and affirmed its usefulness in the classroom. Though there is not extensive literature on the area of parallel concordancing, the areas of vocabulary acquisition and the mental lexicon both affirm that activities involving a parallel concordancer should be beneficial to second language learners. The literature from the field of testing shows that the GJ test, with some changes, may be a useful tool in measuring students’ abilities. Having reviewed the relevant literature that
informs the background of this study and the materials used, the next chapter will explain what was used to conduct the present study and how it was conducted.
CHAPTER 3. METHODOLOGY

This chapter describes the specifics of what was used to conduct the present study and how it was conducted. This includes information on the participants, the materials, the procedures, and the methods for analyzing the data collected.

Participants

The participants in this study were 12 volunteers taken from two different French 202 classes at Iowa State University in the spring of 2002. There were 8 females and 4 males who participated in the study. Their ages ranged from 18 to 47, but the median age was 19 and the mode was 21.6. Most of the students were native English speakers, but two were bilingual Spanish/English speakers. Eight of the participants had been to France, and eight of them had also studied other languages in addition to their native language and French. Many of them were in class together, and some of them spent time outside of class studying and preparing together. All of them considered themselves at least to be familiar with computers, and many commented that they were well experienced with the use of computers. One student had earned a B.A. in French some years ago, but was now enrolled in French 202. Another was earning a minor in linguistics and another had taken a French linguistics course. The rest had not taken any linguistics courses.

I had the students sign up for two-hour time slots to participate in this study. They could either sign up with a partner or they could sign up and I would find one for them. I
originally had 17 students signed up and scheduled to participate but because of various unforeseen circumstances, only 12 completed the study. Because there were some students who did not show up for their appointment, there were three students that went through the study individually and there was one group that went through the study as a group of three because that was the only way one person could reschedule.

**Materials**

In this section I discuss what the above-described participants of this study were given to work with. First, I discuss the corpus that they were asked to use and the words that they investigated. Next, I discuss the pretest and posttest that they were given, the activity guide, and finally the appeal questionnaire.

**Corpus**

The corpus used in this study was an online parallel corpus that displayed both French and English made available by the RALI research team (2001). There were three main features of the corpus that made it desirable to be used in this study. The first was the way in which the content was accessed, the second was the nature of the content that was accessed, and the third was the size of the corpus (Sample returns from the corpus can be viewed in Appendix A).

**Access**

Information on how the corpus was accessed is all based on the researcher’s experience. Technical information on the design of the search device was not available, so information had to be culled from trial and error (Guillaume, 2002).
The corpus was accessed by a search device that searches in reverse chronological order. It started with the most recent examples of the requested search string, and searched back through the records for additional material. The results were displayed within the entire sentence that they were contained in alongside the corresponding sentence in the other language. The larger context of each search return was accessible by clicking on the number that labeled that particular search return. The returns were given ten at a time with the option of seeing ten more returns given at the bottom of the page until the corpus ran out of examples to be shown.

The search device also allowed the search to be made either in English only, in French only, or in both of the languages simultaneously. When a search string was entered in both languages, the search device would search for the French word in the French portion of the corpus and the English word in the English portion of the corpus. When it encountered the desired string in either language, it would compare the aligned sentence of the alternate language to see if it contained the alternate search string. It would then display those results where the English word was found in the English portion and the French word was found in the corresponding French sentence (or vice versa). The returns were always in the same order, so a particular search was consistent from day to day. Because the content was accessed in this manner, it was a very convenient for creating tests over the material, for ensuring that all participants had access to the same information, and for comparing English and French. It provided the information in manageable chunks that a student could handle, yet also gave access to the larger context in case it was needed.
Content

The content of the corpus was the daily debates of the Canadian Hansard. This covered a wide range of subjects. On the typical day of February 23, 2001, for example, some of the topics addressed included: transportation, Estonia, aviation, long distance phone charges, a trade show, employment insurance, job creation, the oil industry, fundraising, the Coast Guard, gas prices, multiculturalism, agriculture and softwood lumber in addition to many others. The comments and speeches are addressed either to the Speaker or to other members of the Hansard. This creates a corpus that is conversational in tone and inclusive of an extremely wide variety of topics. They were examples of language that was specific to the genre in which it was presented, but this did not seem to interfere with the study. For example, they would talk about bills being presented and they would address the "whip." This type of language was dealt with simply by explaining to the subjects what they were viewing and that they might see examples of "parliamentary language."

Size

The details on the size of the corpus are not provided by RALI, only to say that it is "many millions of words". By my conservative estimate there is easily 30 million words with a good possibility of double that amount. This immense size of the corpus allows the user to evaluate many real-life examples of the feature being studied. It allowed me to provide many examples of the target lexical item, and still withhold many for the creation of novel test items. Because new material is daily being created for this corpus it is also regularly updated. Unfortunately, I did not foresee this when I first started using the corpus and had created a test based on one set of initial returns when the
corpus was updated and those initial returns were made obsolete. Subsequent inquiry found that the corpus is updated every four to six months to keep up to date with the new material that is being produced by the Hansard (Guillaume, 2002). At the time of the update, one pretest and posttest were based on a set of material that the corpus returned. The influence from this update is also dealt with in another sections of this paper.

Activity Guide

In order to guide the students through their investigation of the above words, I constructed an activity guide. In constructing the activity guide there were three considerations. First, I did not anticipate that the students had used a concordance before and so they needed simple guidance as to how to conduct a search. The second consideration was that there were traditional areas of benefit from the study of a word in a corpus that the students may not be aware of or consider when they were conducting their own study. I wanted them to attend to any area that might be of benefit to them, not just the areas that they could think of themselves. The third consideration was that I was recording the students' interaction as they conducted the investigation and I needed them to have something to talk about so that I could hear what they were thinking.

The second consideration was the chief one, so I constructed the activity guide with that as the main focus. Alan Partington, in *Patterns and Meanings: Using Corpora for English Language Research and Teaching*, (1998) outlines in each chapter an area of language understanding that can be enhanced by learning with corpora. His chapter titles made an excellent framework for where I could direct student’s attention so that they would receive benefit from their corpora study. He includes: collocation and phrase
patterns, collocation and synonymy, true and false friends, connotation and semantic prosody, syntax, cohesion in texts, metaphor, and “unusuality” (Partington, 1998, v-vii) Some of these such as cohesion apply to studies of whole texts, not single words and some only apply to certain types of words such as “unusuality” and metaphor. The areas that apply to the words that I asked the students to study were collocation, connotation, syntax and synonymy. These are the four areas that I used to direct student’s attention to within the activity guide.

I directed the students to these areas by putting these ideas in simpler terms and asking the students if they noticed anything in the concordance that resembled the phenomena and if it helped them to understand the meaning of the word that they were studying (see Activity Guide in Appendix B).

Pretest/posttest

Another of the major tasks that the students were asked to do was the pretest and posttest. In order to make the tests, I first had to identify the Target Language Use (TLU) domain that I wanted the results of the test to generalize to, then define the construct that provides the basis for the test tasks and finally form a test that was based around the construct.

TLU domain

The TLU tasks that the students are expected to carry out are things like responding orally to the teacher in class, speaking with classmates during various activities, and writing compositions during and outside of class. Within all of these areas the students are forced to make judgments on how they think a native-speaker of French would communicate because the class uses the native speaker model and even has a
nativespeaking French instructor. They do this by making decisions on what words to use, what words go with other words, what grammatical constructions to use, and how to phrase things to best communicate the ideas that they are trying to express.

**Construct definition**

Therefore, the construct to be measured is the students’ ability to recognize and distinguish (in their own speech and others) native-like uses of particular words. With tests based around this construct, I could then give a pretest and posttest in order to determine if the concordancing activity improved their ability to make native-like usage judgments.

**Test formation**

The test formation includes information on how the tested words were selected, how the number and type of items were selected and how the items were ordered.

**Word selection.** In order to construct test tasks that are based around this construct, I first selected words that I could test students over. The word *dont* was first selected for use in a pilot study to the present study where it was selected because Tim Johns’ Virtual DDL library (Johns) had produced some corpus-based materials using *dont*. It was evident that it was a word that students of French struggle with, but it was also a word for which a corpus investigation could yield some benefit. Through the previous investigation *dont* was found to be a word of sufficient difficulty that students investigating it could not deduce simple rules and be able to use it in a native-like way.

Because of the difficulty of *dont* it was suggested that for the present study, I find a word that is not as difficult and compare how students improve on the easier word in
relation to the harder word. The matin/matinée distinction became the next area of focus because French has two words where English only has one (morning). This distinction was supported by the corpus and the distinction manifested itself in both usage patterns and semantics.

**Item selection.** The correct items for this test were obtained by using contextualized search returns from the TransSearch corpus. All of the search returns used for test items did not appear in at least the first 50 returns of any related search (10 items are returned with each search, so the subject would have to advance five times in a search in order to possibly view any of the test items).

In order to obtain distractor items for the tests, I decided to change usages of TL words that overlap with the L1 meaning of the test word in order to create items that have incorrect usages of the word being tested, but have a grammatically correct L1 translation which is a plausible translation of the TL, even though it is incorrect. Table 4 shows the way in which the correct and incorrect items were selected for matin.

![Diagram showing the selection of matin items](image)

**Figure 1. matin item selection graphic.**

Each oval represents the semantic area covered by the particular word. Notice that the French words are in italics and the English word is not. Both French words overlap in their semantic meaning with the English word, but they are distinct from each other. In
the above case, the incorrect items for *matin* were taken from the area of semantic overlap between *matinée* and "morning" and *matinée* was changed to *matin*. Since *matin* and *matinée* are different grammatical genders, I also switched the gender of related words such as *le* to *la* and *ce* to *cette* so that the students would not know that the sentence was ungrammatical simply because it said *la matin*. I wanted them to focus on judging the grammaticality of the usage of the words and not be tipped off by incidentals. The correct and incorrect items for *matinée* were formed in the same way as represented in the above chart, but *matin* and *matinée* would be switched.

The items for *dont* were formed in a similar way. Table 5 illustrates the method of selecting correct and incorrect items. It is very similar to the technique used for *matin/matinée* but involves more complicated interaction of words because it is not one English word represented by two English words, but one French word represented by multiple English words.

![Figure 2. dont item selection graphic.](image)

For the *dont* test the correct items were all take from the 50+ search results in a parallel search for *dont* and the English semantic area of either "whose," "with," "which," or "including." This ensured that the students would not view the items that were on the
tests, and was made more sure when the corpus was updated because it meant that the 50+ search results would be returned even later.

I originally decided to focus on the semantic areas of "whose", "with", "which" and "including" because the majority of the search returns contained examples of these areas. These search returns were made obsolete, however, by the update to the corpus because the first twenty updated search returns had nineteen different ways of translating _dont_. I decided to keep the same areas of focus and make the activity guide explicit as to which areas I wanted the students to focus on. This would give their task some focus, yet still reflect the broadness of the word.

The incorrect items for the _dont_ test were taken from the 50+ search results of the four English words that can be used to translate _dont_, but where the French did not use _dont_. Thus there was an overlap in the French/English semantics, but the French examples chosen did not use _dont_. _Dont_ was then substituted (or sometimes, inserted) into the French text to create an incorrect usage of _dont_ with a correct English translation that could plausibly (to an English speaker) be translated by _dont_ because of the semantic overlap.

**Number of items.** The _matin/_matinée pretest and posttest each had 30 items. Each test had fifteen grammatical items and fifteen ungrammatical items. Eight of the grammatical items on the pre-test were _matin_ items and seven were _matinée_ items. For the posttest, these were reversed. Seven of the ungrammatical items on the pre-test had been changed from _matin_ to _matinée_ and eight had been changed from _matinée_ to _matin_. For the post-test, these numbers were reversed.
The *dont* pretest and posttest each had 32 items. Each test had sixteen grammatical and sixteen ungrammatical items. Four of the grammatical items came from each of the four categories where "which," "whose," "with," and "including" were translated by *dont*. Four of the ungrammatical items came from each of the above categories where *dont* was not used to translate the word, but was substituted to make the usage ungrammatical.

In hindsight, it would have been better if both tests were constructed using 32 items as this would have made the numbers between them easily comparable, but I was trying to make the tests with a minimum of 30 items and was able to achieve this in the *matin/matinée* test, but had to go to 32 items in the *dont* test.

**Order of items.** The items in all the tests were assigned a number and then the items were arranged in a random order generated by an online random order generator at Oxford Brookes University (Carter).

**Reliability/Validity**

The next thing to discuss after defining the construct and explaining the formation of the test is its reliability and validity. I did not do an item analysis of the test items during the piloting phase of development in order to increase the reliability of the test. The number of subjects was limited and I wanted to ensure that as many of them as possible were used in the final results. The quality of the test would have been improved if an item analysis had been used to revise the test, but it was not feasible for the present study. Some suggestions from Cowan and Hatasa (1994, p.300) were incorporated to increase the test reliability such as the idea of testing items with a native speaker, and having an equal number of distractors. However, some of their suggestions went beyond
the scope of this study such as having 50 subjects per proficiency group. Also, the format changes made to the test were intended to increase the reliability by focusing the test in order to deal with the problems identified by Han.

Evidence for the construct validity of the test can be explored by using a chart to compare the characteristics and abilities required in the TLU domain versus the test task in order to discuss the authenticity and interactiveness of the test. Stronger evidence for the validity of the construct such as correlations between other French vocabulary tests and this test, or explorations into the predictive utility of this test was not obtained in this study.

Table 1. Characteristics of TLU and test tasks.

<table>
<thead>
<tr>
<th>Task Characteristics</th>
<th>TLU Task Characteristics</th>
<th>Test Task Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specification of procedures and tasks</td>
<td>Various classroom tasks such as responding to teacher questions, discussing subjects with classmates and writing compositions.</td>
<td>Grammaticality judgment test of authentic usages of words.</td>
</tr>
<tr>
<td>Setting</td>
<td>Classroom setting. Individual moveable desks with 20-30 students per class. Comfortable Teacher, classmates in French 202 Stream of speech processing required.</td>
<td>Classroom computer lab setting with conference table in middle and computers around outside. French 202 students 30-45 seconds, 20 minutes per test</td>
</tr>
<tr>
<td>Physical characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>Teacher, classmates in French 202</td>
<td></td>
</tr>
<tr>
<td>Time of Task</td>
<td></td>
<td>English (L1)</td>
</tr>
<tr>
<td>TEST RUBRIC</td>
<td></td>
<td>Aural, visual</td>
</tr>
<tr>
<td>Instructions</td>
<td></td>
<td>Thorough and explicit</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td>written instructions in L1 are provided on test as well as oral instructions.</td>
</tr>
<tr>
<td>Channel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of parts/tasks</td>
<td>4 parts (2 pre, 2 post)</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Salience of parts/tasks</td>
<td>Differing tasks clearly defined.</td>
<td></td>
</tr>
<tr>
<td>Sequence of parts/tasks</td>
<td>Fixed order</td>
<td></td>
</tr>
<tr>
<td>Relative importance of parts/tasks</td>
<td>Equal importance</td>
<td></td>
</tr>
<tr>
<td>Number of tasks/items per part</td>
<td>30 or 32 tasks per part</td>
<td></td>
</tr>
<tr>
<td>Time allotment</td>
<td>20 min per part (power test)</td>
<td></td>
</tr>
<tr>
<td>Scoring method</td>
<td>Objective scoring key based on native speaker or translator's original utterance</td>
<td></td>
</tr>
<tr>
<td>Criteria for correctness</td>
<td>Compare to key</td>
<td></td>
</tr>
<tr>
<td>Procedures for scoring response</td>
<td>Nature of scoring is explicit</td>
<td></td>
</tr>
<tr>
<td>Explicitness of criteria and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INPUT Format</td>
<td>Audio and visual</td>
<td></td>
</tr>
<tr>
<td>Channel</td>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td>Language and non-language</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Length</td>
<td>TL/L1</td>
<td></td>
</tr>
<tr>
<td>Varies from short chunk to extended discourse, usually short chunks</td>
<td>TL and L1 parallel texts</td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>Short chunks- 2 to 3 sentences</td>
<td></td>
</tr>
<tr>
<td>Degree of speededness</td>
<td>Item and prompt</td>
<td></td>
</tr>
<tr>
<td>Unspeeded</td>
<td>Item</td>
<td></td>
</tr>
<tr>
<td>Unspeeded, 37-40 seconds per task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vehicle</td>
<td>Live and reproduced</td>
<td></td>
</tr>
<tr>
<td>Language of input</td>
<td>Reproduced</td>
<td></td>
</tr>
<tr>
<td>Language characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General and topical vocabulary, wide range of grammatical structures, usually conversational organization. Real-life domain collocations, connotation and syntax.</td>
<td>General and advanced topical vocabulary, complete sentences which are part of a larger speech or presentation or argument. This includes a wide range of grammatical structures. Also includes real-life domain collocations, connotation, and syntax.</td>
<td></td>
</tr>
<tr>
<td>Pragmatic characteristics</td>
<td>Usually conversational register. Manipulative, heuristic, and motivational characteristics. Often natural with cultural references.</td>
<td>Register of the Canadian Parliament (formal), some language may be practiced, assumes knowledge of cultural references. Manipulative, heuristic and motivational characteristics.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Topical characteristics</td>
<td>Conversational topics</td>
<td>Wide variety of topics presented before parliamentary body</td>
</tr>
<tr>
<td><strong>RESPONSE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Channel</td>
<td>Audio, visual</td>
<td>Visual</td>
</tr>
<tr>
<td>Form</td>
<td>Language and non-language</td>
<td>Non-language</td>
</tr>
<tr>
<td>Language</td>
<td>Mainly target language</td>
<td>---</td>
</tr>
<tr>
<td>Length</td>
<td>Varies from non-language response to extended discourse</td>
<td>---</td>
</tr>
<tr>
<td>Type</td>
<td>Varies</td>
<td>Selected</td>
</tr>
<tr>
<td>Degree of speededness</td>
<td>Usually unspeeded</td>
<td>37-40 seconds per task maximum (unspeeded)</td>
</tr>
<tr>
<td><strong>Language of Expected</strong></td>
<td><strong>Source</strong></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td>Target</td>
<td>---</td>
</tr>
<tr>
<td><strong>Language characteristics</strong></td>
<td>Usually conversational organization, general vocabulary</td>
<td>---</td>
</tr>
<tr>
<td>Pragmatic characteristics</td>
<td>Ideational, manipulative, heuristic, and imaginative characteristics, usually conversational register</td>
<td>---</td>
</tr>
<tr>
<td>Topical characteristics</td>
<td>General conversational topics</td>
<td>---</td>
</tr>
<tr>
<td><strong>RELATIONSHIP</strong></td>
<td><strong>BETWEEN INPUT AND</strong></td>
<td><strong>RESPONSE</strong></td>
</tr>
<tr>
<td>Reactivity</td>
<td>Often reciprocal, sometimes non-reciprocal</td>
<td>Non-reciprocal</td>
</tr>
<tr>
<td>Scope of relationship</td>
<td>Usually narrow scope processing, sometimes broad scope.</td>
<td>Narrow scope processing required</td>
</tr>
<tr>
<td>Directness of relationship</td>
<td>Relationship is usually direct, sometimes indirect.</td>
<td>Direct relationship between input and expected response</td>
</tr>
</tbody>
</table>
Table 1 shows that there is a degree of correlation between the TLU task and the test task because many of the descriptions have similar characteristics. Two major areas of difference between the TLU task and the test task are that the test does not allow for any reciprocal feedback and the test does not contain any aural language. The test does contain written examples of oral language, however, and these were natural utterances not produced for the purposes of the test, which increases the degree of authenticity.

Also, there is a high degree of correlation between the areas of language ability that the test engages and the areas of language ability that are engaged in the TLU because the test demands the processing of natural language. The test demands that the test taker judge a specific part of the TL and the TLU demands that the subject combine many judgments of specific parts of the TL. The degree of correlation in these areas allows a preliminary assumption to be made of a generalization between the test scores and ability of the tested words in the TLU domain. More evidence beyond the scope of this study is needed, however, to confirm this assumption.

Appeal Questionnaire

The final material that was used with the students was an appeal questionnaire. The appeal questionnaire was given to the subject after the activities and tests. It was meant to elicit whether or not the students would be willing to invest more time into using a parallel concordance. If they were willing to invest time, then I could conclude that they thought that they were able to benefit from activities with a parallel concordancer and would be motivated to use one (see Appendix C for the Appeal Questionnaire).
Procedures

In this section I describe how I piloted the previously described materials and how the data were collected from the previously described participants.

Piloting

A pilot study was conducted in the spring of 2001 with two intermediate students of French in order to investigate a starting place for parallel concordancing in the classroom. The same corpus as in the present study was used and the same method of testing (though, on a much smaller scale). The matin/matinée distinction was not investigated, but the word dont was investigated. From this study it was learned that the test and the investigation were feasible, but that the students needed to have some sort of guidance as they investigated the words and the test needed to have more items.

The pretest and posttest for the present study were first piloted with a native French speaker (who was also a college level French Instructor) to ensure that the correct and incorrect items were also correct or incorrect in his judgment, then they were piloted with a volunteer to arrive at a standard time for the subjects to be given a sufficient, reasonable time for each task.

Data Collection

Typically, the subjects signed up for a two-hour time slot with two people assigned to each slot. The subjects arrived at the computer lab, which was organized so that the computers were around the perimeter of the room and the center of the room had
a modular conference table. The first one that arrived was given a short introduction to the corpus and the search qualities of the search engine. Both subjects were then given an informed consent sheet to read and sign and then an initial questionnaire to complete that covered things such as their name, age, gender and relevant background (see Appendix C).

They were then given 40 minutes to take the matin/matinée and dont pretest. Then they were given the matin/matinée activity guide and audio recorded while they worked through the questions on the activity guide. They were given twenty minutes to work through the activity guide and were reminded of the time because of a countdown timer that was placed beside the computer that they were working on. The students worked collaboratively from one computer. After the twenty minutes were up, they were then given fifteen minutes to take the matin/matinée posttest, then twenty recorded minutes for the dont activity and again fifteen for the dont posttest, then five minutes for the final portion of the questionnaire. The times given were maximum times and the subjects were told that they if they finished earlier, they could move onto the next task without waiting for the time limit to be up.

The exceptions to this typical procedure were the three students who did the activity on their own because their partner did not show up and the student who could only reschedule to a time when there were already two students scheduled to come, so there was a group of three students who went through the activities together.

The students who went through the activities alone were more embarrassed to speak aloud during the work aloud situation because they did not feel comfortable speaking out loud to themselves in a computer lab with other people around. Some of
these students I questioned two or three times during the activity to give them a chance to vocalize in a natural way, but I did not respond to them and only questioned them generally so as to minimally influence their thoughts or intuitions, yet still be able to record some of their thoughts.

The group of three who did the activity together seemed to work well together and there were no major differences between the group of three and the groups of two.

**Analysis**

This final portion of the Methodology describes the analysis of each of the three forms of data collection.

**Pretests/Posttests**

The subjects entered the answers for the pretest and posttest onto a bubble sheet and then the bubble sheets were scored after all of the participants had completed the study. If the students chose the correct answer (either grammatical or ungrammatical) the item was given a score of +1. If the student chose the incorrect answer, the item was given a score of -1. If the “not sure” option was selected, the item received a score of 0. The sum of the item scores was the students’ overall score on the test. The tests were scrutinized using an internal reliability estimate (K-R21) on each of the tests and the simple arithmetic mean score for each of the tests was calculated. I selected the K-R21 to measure the internal reliability of the tests because it provides an estimate of the reliability of the test with only one form and one administration of a test. It may be a less conservative measure of the reliability than the K-R20, but it is still designed to
underestimate the reliability of the test and was considered an adequate measure for this study.

The significance of the differences in the mean scores from the pretest to the posttest was calculated using a double-tailed t-test (non-directional). I used the double-tailed t-test because I didn’t think that it was reasonable to assume that the subjects would improve from pretest to posttest. I was increasing the subjects’ meaningful input, but the acquisition curves for subjects can often be U shaped because the subjects will regress in their performance before they will progress.

**Group Think-Aloud**

The second form of data collected, the audio recordings, were first transcribed using simple transcription methods producing a script of the interaction between the students, and then they were reviewed to see how the subjects considered the activity guide’s impetus towards considering connotation, collocation, syntax and synonymy. Each conversational allusion to these topics was then categorized and the number of times that the subjects alluded to different features was counted. These categorizations sometimes proved difficult to make between collocation and syntax because occasionally the students spoke about how certain grammatical features occurred in relation to the word being investigated (i.e. the collocation of syntax). I decided to divide the category of collocation into the collocation of syntax and the collocation of lexical items and to count syntax examples as those which were clearly discussions of syntax alone. All of the data that were categorized are located in Appendix E.

These data were also reviewed to see if there were any other remarkable things that stood out in the interaction of the subjects that might be relevant to the way that they
scored on the tests. Based on my observations, I decided to add three categories to the conversational allusions that were categorized. The first was frequency. The students would make comments about how often a word or construction occurred and would make generalized judgments about the frequency of occurrence of a particular usage. This is a category that is often a feature of a corpus study, but it was not originally in this study because it was not a search feature that was supported by the corpus. The second feature that was added was confusion. This was a feature that was thought may be relevant to the students scores, so it was noted when students expressed confusion. The final category that was added was rule knowledge. Whenever the students mentioned the knowledge of the rules (or lack of), the instance was categorized.

**Appeal Questionnaire**

The third form of data collection, the appeal questionnaire, was reviewed to determine whether or not the students reported that they would be willing to invest time in activities that involved a parallel concordance. The subjects’ willingness to invest time was a key element that I looked for because this would indicate that they saw the task as useful, doable and beneficial.

Having explained what was used to conduct the present study and how it was conducted, the following chapter will address the answers to the research questions based on analysis of the data produced by the previously described instruments.
CHAPTER 4. RESULTS AND DISCUSSION

This chapter provides answers to the research question based on results from each of the methods of data collection. This chapter begins with the pretest and posttest and presents the reliability of the tests, the mean scores that the subjects achieved, and the statistical significance of those scores along with a discussion of what these results tell us about the learner's ability to make grammaticality judgments and a discussion of the overall usefulness of the test. Next the data from the group think-aloud is presented through relating the number of pages of transcription that each group produced, how the students considered the impetus to the investigations and other interesting factors that were noticed in the transcriptions such as learner confidence and the role of previous instruction. These results are discussed in relation to the learner's awareness of L1/TL lexical/semantic relationships. Finally, the results from the appeal questionnaire are presented and discussed so as to determine if this activity appealed to the learners.

**Did learners' grammaticality judgments become more native-like?**

The GJ pretest and posttest were constructed to answer the question of whether or not the learner's grammaticality judgments became more native-like after doing the parallel concordance investigation. If the student's posttest score went up in relation to their pretest, then it could be said that their grammaticality judgments had become more native-like. If the posttest went down in relation to the pretest, then the ability to make
grammaticality judgments had not become more native-like. Table 2 summarizes the results from the pretests and posttests.

<table>
<thead>
<tr>
<th></th>
<th>matin / matinée</th>
<th>matin / matinée</th>
<th>dont</th>
<th>dont</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pretest</td>
<td>posttest</td>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>Mean</td>
<td>9.00</td>
<td>11.83</td>
<td>3.42</td>
<td>5.67</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>8.50</td>
<td>10.57</td>
<td>5.48</td>
<td>7.56</td>
</tr>
<tr>
<td>Standard Error of Measurement</td>
<td>2.08</td>
<td>1.83</td>
<td>1.45</td>
<td>1.69</td>
</tr>
<tr>
<td>Reliability (K-R21)</td>
<td>.94</td>
<td>.97</td>
<td>.93</td>
<td>.95</td>
</tr>
</tbody>
</table>

The four things to notice from the table above is that the reliability of the tests was very high, the standard deviation shows that the scores were well spread out, there was a mean improvement from pretest to posttest, but the standard error of measurement shows that this improvement may be due to chance alone. Each of these will be addressed below.

The almost alarmingly high reliability coefficients were obtained because the standard deviations on the tests were relatively high while the mean scores were low. The tests spread the subjects out very nicely, almost as the bell curve would predict, and so the results show that the test is good at measuring the particular construct and the subjects vary greatly in their ability in the particular construct being measured. This evidence points to the conclusion that this is an excellent way of testing.

It is interesting to note that the standard deviation from pretest to posttest rose for both tests. This would seem to indicate that the investigation made some students improve and may have made some acquire theories of usage that were wrong. All of the
students were in a French 202 class, but their scores on the tests varied dramatically from one another.

The overall low mean scores (9 to 11.8 out of 30 for matin/matinée and 3.4 to 5.6 out of 32 for dont) indicate that the students' abilities in French were far below the native-like ability to intuitively distinguish the correct semantic context for a word despite being at the second year of college study (the grammatical statements were native-speaker utterances and a native speaker scored 100% on each test during piloting). But these results did correspond with the data from the think-aloud which showed that students either did not know the rules for use, or they had difficulty applying them in context (see Appendix D for scores of individual students' tests).

The mean score improvement from the matin/matinée pretest to the posttest was 2.8 out of 30. The mean score improvement from the dont pretest to the posttest was 2.2 out of 32. The difference in pretest and posttest scores indicating matin/matinée improvement was not significant using the double-tailed t-test (p = 0.10), nor was the improvement on the dont test significant using the double-tailed t-test (p = 0.36).

While the mean improvements were not statistically significant, they are notable. The subjects were only given twenty minutes to investigate the word being tested, with no explicit instructions concerning the grammar or usage of the words. This is further supported by the scores in Table 3 which shows the net change in test scores from pretest to posttest for each student.

<table>
<thead>
<tr>
<th>student id #</th>
<th>net change from pretest to posttest for matin/matinée</th>
<th>net change from pretest to posttest for dont</th>
</tr>
</thead>
</table>

Table 3. Net change in test results for each student.
7 out of 12 of the scores on the matiné matinée test improved with 1 having no net change and 3 having a negative net change. The results for the dont test are not as dramatic, because only 6 of the 12 improved while 5 declined and one remained the same, but when you also consider that the top three most negative changes was -8, -7 and -5 while the three most positive changes were 19, 15 and 15, the results are, in the opinion of this researcher, notable of a positive improvement.

With the above data, the overall usefulness of the test can now be discussed with more insight and relevance. As proposed, Bachman and Palmer’s formula for evaluating test usefulness will be used. Their formula is: Usefulness = Reliability + Construct validity + Interactivness + Authenticity + Impact + Practicality (Bachman & Palmer, 1996, p. 18).

The reliability has been discussed above and the test has been shown to demonstrate a high degree of internal reliability. This means that the test is consistently

<table>
<thead>
<tr>
<th>2</th>
<th>-2</th>
<th>-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>-5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>-8</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>11</td>
<td>-3</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>7</td>
<td>-2</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>-3</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>-3</td>
</tr>
</tbody>
</table>
testing one thing. This is evidence that the efforts to focus the influences on the test score by changing the test format and incorporating suggestions from other researchers were successful. This is a good beginning to being able to say that the test is useful.

The construct validity has been argued in chapter 3 and, regrettably, no further evidence was gathered to further determine the validity of the construct. This includes further information on the authenticity and interactiveness of the test.

The impact of the test was low since the students did not receive any grades based on their performance in this study, but the students did express how the test impacted them. Many of them commented that they thought the test was too hard and long. This was confirmed by the fact that if many of them were to receive scores on the test, they would have failed. It was also confirmed by the high reliability of the test scores because it is an indication that the test may have been suitably reliable with fewer items, and so some items of the present test may have been superfluous.

The practicality of the test was relatively low. For the purposes of this study it was not enormously impractical, but it did require effort to create the tests and make activity resources that assured the novelty of the test items.

The evidence is not conclusive, but the indications are that this test was useful for determining whether or not learners' grammaticality judgments became more native-like, given the high reliability and the indications of the evidence for construct validity. In order to confirm the usefulness of this test, the reliability needs to be explored further and more evidence is needed for the validity of the construct.
**Did learners increase their awareness of TL/L1 lexical/semantic relationships?**

The group think-aloud resulted in 46 pages of single spaced transcription. The paired groups averaged 10.75 pages but ranged from 3 to 18. Each person that went through the study alone did not have more than one page of transcription.

All of the categories that learners were prompted to consider were discussed in various ways by the subjects. They did not talk about the categories of collocation (which was split into lexical collocation and syntactical collocation), connotation, syntax and synonymy in the way that linguists might talk about them, but all of the topics were discernible in their conversations. In addition to these categories, there were several other elements that were mentioned by the subjects during the activity that seemed to be influential in their investigations. These were frequency, rule knowledge, and confusion.

Instances of collocation were counted when subjects mentioned that the word which they were investigating regularly occurred with a certain syntactical structure or lexical item. Here are two examples from the *don't* investigation where instances of collocation were counted (lexical collocation is marked with an “L”, syntactical collocation is marked with an “S”). For each instance of collocation a key word was underlined in order to demonstrate the feature.

4(S): with this one every single, with which every single one of the examples is followed by a noun

6(L): a lot of it has a le, la or les after it though
Instances of connotation were counted when subjects commented that the item which they were investigating had a certain feeling or idea that went along with it. The matin/matinée investigation had many instances of this feature such as the following:

3: uhm, they stayed up during the morning, yeah I just the matinee is showing some sort of as it is happening or during or while

Mentions of syntax were counted when the subjects spoke in or alluded to grammatical terms. The subjects often lacked a well-defined meta-language to talk about grammar, and so sometimes these references were not in grammatical terms. Here is an example from the dont investigation where the subject clearly talks in grammatical terms:

12: it's definitely the subject

And here is another example from the dont investigation where the allusion to syntax is clear, but not so specific:

5: it's are, what are those, what's that word where kinda puts two sentences together?

Synonymy was counted when the subjects equated words between the L1 and TL. This included times when the subjects were simply searching for English equivalents of the French word. This category only occurred during the dont investigation such as in the following where each underlined word was considered a mention of synonymy:

15: from looking at this it seems to be similar to English as whose, which, that, where, how

Frequency was counted when the subjects commented on how often a translation or phrase was used. This is a category that the subjects were not prompted to consider, but was noticed in both investigations. Here is an example from the matin/matinée investigation:
9: well, one thing it looks like matin is a lot more common

The category of confusion was counted when subjects mentioned that they were confused or they did not know what they were looking at such as this example:

5: I think this is one of those words where it doesn't matter how much we look up you know. I’m not gonna get it, I know I’m not.

Finally, the category of rule knowledge was counted when subjects mentioned or alluded to something that they had or had not been taught.

4: uhm, because I know we just learned that uh matinee is only supposed to be like during

Table 4 displays the number of mentions of each element that took place over each of the four areas of investigation that students’ attention was drawn to and adds the other three categories (frequency, confusion, knowledge of rules) that they were not directly prompted to consider, but which some of them talked about and seemed to be revealing.

<table>
<thead>
<tr>
<th></th>
<th>matin/matinée</th>
<th>dont</th>
</tr>
</thead>
<tbody>
<tr>
<td>lexical collocation</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>syntactical collocation</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>connotation</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>syntax</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>synonymy</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>frequency</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>confusion</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>rule knowledge</td>
<td>6</td>
<td>1 (lack of)</td>
</tr>
</tbody>
</table>
Table 8 gives a good overall picture of what the students talked about in their investigations. One noticeable item is that there were no mentions of synonymy in the matin/matinée investigation while there were 32 in the dont investigation. This was because the English translation of matin/matinée was simple and easily understandable, but there were many under synonymy for dont because the English meaning was so varied. For example, here is an exchange between several students during the dont investigation:

11: okay so I think the word’s that
13: dont is a little different, yeah it’s more than one word
11: yeah, I’ve seen whose,
13: including
12: here an example of...
11: which,
12: that

The underlines are how the “mentions” of allusion to a feature were marked in the transcriptions (all “mentions” are in the appendix). In the above example, each underline was counted as in instance of an allusion to the concept of synonymy.

Another statistic that stands out is that while in the matin/matinée investigation there were 45 allusions to connotation, the dont investigation contained only 11. This is related to the statistic that there were 6 mentions of rule knowledge in the matin/matinée investigation and 1 explicit mention of rule non-knowledge in the dont investigation because the rule that the students recalled concerned a connotational distinction between
matin and matinée. Here is a typical recollection of the rule that had been taught to these students:

4: uhm, because I know we just learned that uh matinee is only supposed to be like during

This previous rule presentation gave focus to the students’ inquiries, while dont had never been explicitly taught to them, so it was as though they were left to languish in the simple speculations of collocation and synonymy and couldn’t move on to the higher order thoughts of syntax or connotation.

Did parallel concordancing appeal to learners?

The appeal questionnaire revealed lots of positive feedback for the use of the parallel concordance. The three questions that elicited this feedback were:

1) Do you think activities with a parallel concordance like the one in this study would be useful to you as a language learner? If so, how?

2) Would you like to spend more time viewing a parallel concordance like the one in this activity?

3) Do you think that it would be worth it for you to become proficient in the use of a parallel concordancer?

The categorized responses are below in Table 5.

| Question 1 | 9 | 2 | 1 | 0 |
| Question 2 | 7 | 3 | 0 | 1 |
As you can see, most of the responses were very positive and supportive, though some had caveats, and two were negative. One of those who responded negatively said that it would be worthwhile and useful and would be willing to spend more time, but thought that the two languages are too different to compare the translations between the two. I think this student wanted to study only the TL, and not have the L1 translation. The other subject who responded that it would not be worthwhile to become proficient in the use of a parallel concordance said that, “you can’t prove hypotheses by observing.” I think that this student meant that the benefit from just observing examples was limited, maybe because there were no larger observations of trends such as can be obtained with frequency statistics or general rules.

Those who offered caveats to their “yes” answers included the following reasons:

1) needs to be combined with teacher instruction
2) needs to be combined with rule presentation
3) needs a person to help guide learning
4) needs to be used as an aide to the main class
5) should be used only in some situations
6) gets confusing
7) should only be used occasionally

These suggestions are good caveats to the use of a parallel concordancer in the classroom and the teacher incorporating this technique into the classroom should expect to see suggestions like these.
The final area of interest from the appeal questionnaire was the support that was offered for the “yes” response. The support that was offered was concatenated into the following list:

1) helps remember (3x)
2) helps keep exceptions straight
3) helps to make own distinctions
4) helps with words that do not have consistent, direct translation
5) gives opportunity to find different meanings and see many uses
6) helps to see word in variety of situations
7) helps in grasping the context of word’s usage
8) helps with certain phrases
9) gives simultaneous “explanation” (translation)
10) helps French go beyond the level that it is now

The learners perceived a wide variety of benefits to parallel concordancing and were generally willing to make an investment of time and effort to use one. This is shown in the above responses and in their overall positive responses to the appeal questionnaire. One subject in particular even asked about paying for access to the corpus used in this study to supplement the current French class.

In summary, evidence was found in the pretest/posttest, the think-aloud and the appeal questionnaire to suggest that short-term, semi-autonomous, parallel-concordance learner investigation of L1 to TL semantic correspondences does benefit intermediate learners (a) by making learners’ grammaticality judgments more native-like (b) by
increasing awareness of TL/L1 lexical/semantic relationships and (c) by appealing to learners.

The following chapter goes on to consider the above data in light of both its limitations, and its implications for teaching, testing, and further research.
CHAPTER 5. CONCLUSION

Each of the areas of study provided insight into how parallel concordancers might benefit intermediate learners. The insight from the pretest and posttest was promising, but the improvement was not statistically significant for this small-scale study. The think-aloud was more revealing in that the students discussed and interacted well with the parallel text. The appeal questionnaire supported this by showing that students perceive the activity to be beneficial to their improvement in the language. In this final chapter I first discuss implications for teaching and testing and describe limitations of this study and suggestions for further research.

Implications for Teaching

If these data are accepted and confirmed, the implications for teaching could be the concordance revolution in teaching that others have heralded. The classroom could become a place of research where the teacher is a co-researcher who facilitates learning among the students. This would be especially applicable in an English for Specific Purposes (ESP) context where a parallel corpus is found that matches the context of the class.

For example if a classroom of French speaking English learners or English speaking French learners needed to learn the language of the Canadian Parliament (maybe students in a law school, or those studying political science), they could use the parallel concordance in this present study to learn the language. Diverse classroom activities could incorporate activities using the parallel concordance that would expose
students to many instances of natural use which the learner would always have full access to because of the presence of the L1. For example, a teacher could organize a role-play where members of the class are assigned different roles in the parliament. The teacher could set the stage by giving students issues to debate and laws to discuss. The students could then work on composing (either on paper or live - depending on level) mock parliamentary procedures arguing positions or taking stances. Further revisions could be informed by the parallel corpus on issues from the way that members address one another to the structure and content of arguments. Video recordings of parliamentary proceedings or an actual trip to the Canadian Parliament could further supplement the parallel corpus and give motivation for learners to research the corpus.

Other ESP contexts can be imagined along with a corresponding parallel corpus such as an International Teaching Assistant situation or a Business English situation where the corpus is closely related to the purposes of the students so that what the students learn applies immediately to the context that they want to be in.

**Implications for Testing**

In the situation described above, testing could be closely related to the material that the class studied by limiting access to certain parts of the corpus from which the test items will be taken, as they were in the present study. Grammaticality Judgment tests could be given to determine a students strengths and weaknesses and instruction could be planned accordingly.

The area of testing is perhaps where the most immediate implications for this study are, because this is where the findings were most substantial. The format and
formation of the test seems to be useful for creating a highly reliable test, if you have access to a parallel corpus.

The test in this type of study could be ideal for a high stakes test where the desire for reliability and validity are paramount. For example, a testing division could assemble their own parallel corpus that matches the construct that they wish to test subjects on, then they could construct the test items from the corpus. The ease of establishing this kind of highly reliable test could greatly reduce the costs of constructing certain types of high-stakes tests.

For the classroom situation, accepting the results from the test in this study would suggest that the tests do not need to be so long in order to be an accurate measure. Each test in this study had 30 or 32 items, which measured one word. This length of test would not be practical in a classroom situation, but the results do suggest that sufficient results could be obtained with fewer items. The teacher would also need to consider other limitations because there are many features of language that it does not test such as production ability or pronunciation.

**Limitations/Suggestions for Further Research**

In order for the above implications to take place or be attempted, many facets of this research need to be confirmed and explored. The reliability and validity of this type of GJ test would need to confirmed, the native-like judgment improvement that parallel concordancing offers that was shown in this study would need to be confirmed in larger study with more participants and a wider variety of words. Activities that involve a
parallel corpus need to be explored and explained so that a more comprehensive training
program involving a parallel concordance could be developed.

The next step in research is to confirm the reliability and validity of the test, and then the test could be used for providing comparisons between differing methods of learning vocabulary with the concordance. The reliability could be more firmly established simply by administering the same test to a larger sample of learners. Once an optimal test is achieved, the learning program could be varied so as to compare which learning strategy proves most effective. The learning program should be sufficiently different, either in type or duration, from the activity guide in this study because it did not provide statistically measurable learning. There are many other areas apart from lexical acquisition where the use of the parallel concordancer could be explored and researched also. Once the advantages/disadvantages of differing incorporations of the parallel concordance have been explored and debated, perhaps the programs would be expanded to involve entire courses where the parallel concordance is continually incorporated to provide not just lexical learning opportunities, but other language features as well.

The construct validity of the test could be more firmly established simply by questioning test takers as to their perception of how the test measured their knowledge. Some more complicated ways of further gaining evidence for the test’s construct validity could be obtained by performing case studies on individuals who score both high and low on the test and attempting to find correlations between their natural usages of the particular word and their score on the test. More evidence could be found for this type of testing by constructing a test that measures many words instead of one and correlating
individuals' overall ability on these many words with some other measure of language ability if the relationship between the two were hypothesized on a well-defined basis.

Concordances have already revolutionized the ways that we think about grammar and dictionaries, and have been hailed as a revolution in the classroom. The classroom has been changed and influenced in many ways, but the parallel concordance may hold the classroom revolution that concordancers (the people who concordance) have heralded.
APPENDIX A: PARALLEL CONCORDANCE EXAMPLES
<table>
<thead>
<tr>
<th>Numéro</th>
<th>Texte French</th>
<th>Texte English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ces modifications offrent plus de souplesse aux parents dont les nouveau-nés sont hospitalisés pour une période de temps prolongée, et elles clarifient la protection offerte.</td>
<td>These amendments provide increased flexibility to parents whose newborns are hospitalized for an extended period of time and clarify employment protection.</td>
</tr>
<tr>
<td>2</td>
<td>Nous exposons leurs faiblesses et leurs angles morts, dont ils ne s'occupent pas.</td>
<td>We have been exposing their weaknesses and blind spots which they have left unattended.</td>
</tr>
<tr>
<td>3</td>
<td>Mais ils n'arrivent pas à établir correctement les priorités ni à améliorer la culture du gouvernement pour gérer les problèmes dont je viens de parler.</td>
<td>Still they could not set the priorities right and improve the culture of the government to manage the issues that I have just listed.</td>
</tr>
<tr>
<td>4</td>
<td>En même temps, les changements à l'assurance-emploi qui sont proposés dans le projet de loi sont tout à fait injustes à l'égard des régions dont beaucoup d'entre nous viennent.</td>
<td>At the same time, the changes to employment insurance that are proposed in the bill are totally unfair to the regions where many of us come from.</td>
</tr>
<tr>
<td>5</td>
<td>Je suis accompagné aujourd'hui d'une personne qui sait exactement ce dont je parle.</td>
<td>I have someone here today and he knows what I am talking about.</td>
</tr>
<tr>
<td>6</td>
<td>Il est important de souligner d'abord et avant tout la façon dont les consultations ont été menées, car je crois que c'est vraiment révélateur du contenu du budget.</td>
<td>It is important to point out first and foremost how the process was done because I think it really reflects what is in the budget.</td>
</tr>
<tr>
<td>7</td>
<td>De notre côté, nous avons eu du succès dans certains secteurs. Toutefois, pour ce qui est des questions agricoles à long terme et des problèmes structureaux dont nous font part les Canadiens, d'un océan à l'autre, le ministre des Finances, le premier ministre et le Cabinet se sont simplement engagés à examiner ces questions et à les</td>
<td>On our part we were successful in some areas but what we got from the Minister of Finance, from the Prime Minister and from the cabinet was a commitment to look at the long term issues in agriculture and to make sure that the structural problems that we found across the country when we talked to Canadians would be addressed in</td>
</tr>
</tbody>
</table>
Nous, les Canadiens des régions rurales, avons remercié avec joie l'ancien ministre de l'Industrie pour son programme visant à brancher les campagnes canadiennes pour nous amener à la pointe de la technologie dont bénéficient les centres urbains.

We in rural Canada were pleased to thank the former Minister of Industry for his program to make sure that rural Canada was wired to help it keep up with the technology in the urban centres.

L'opinion publique s'enflamme aujourd'hui à propos des soins de santé et de leur avenir au Canada, question dont a d'ailleurs été chargé un groupe de travail national.

Health care in the country is a subject of debate now, with a national task force on the future of health care.

L'ennui, c'est que nous avons ces terribles programmes de subventions et de contributions, dont je vais évoquer quelques exemples.

The problem is we have these terrible grants and contribution programs, and I want to give some examples.
Des améliorations ont été apportées à bon nombre de dispositions dont celles qui touchent les prêts consécutifs, les dettes en devises faibles, le revenu accumulé tiré de biens étrangers, les partenariats, les sociétés de placement hypothécaires et les fonds de fiducie indépendants, pour ne nommer que ceux-là.

(c) Nous pouvons entreprendre une enquête à partir de diverses sources, dont des dénonciations de tiers.

Un exemple récent d'une proposition d'actionnaires au Canada est celle déposée par différents grands investisseurs du Canada, dont la FTQ, avec le Fonds de solidarité des travailleurs du Québec, auprès des trois plus grands détaillants du Canada, soit les compagnies de la Baie d'Hudson, Sears Canada et Wal-Mart.

Le Canada compte encore 4,9 millions de personnes pauvres, dont 1,3 million d'enfants.

La ministre de la Justice peut-elle convenir qu'il est inacceptable que le gouvernement fédéral n'ait pas encore inclus, dans la Loi sur les droits de la personne, la «condition sociale» comme motif de non-discrimination, alors que huit provinces l'ont fait, dont le Québec?

Le Québec offre des mesures fiscales, dont Quebec has tax measures, including a tax
Le comité 661, chargé de mettre en œuvre ce programme, a d'ailleurs été l'objet de critiques acerbes de la part de nombreux commentateurs, dont le Secrétaire général des Nations Unies qui s'est dit, en novembre dernier, très préoccupé par le nombre excessif des demandes mises en attente dans de nombreux secteurs, tels que l'électricité, l'eau, l'hygiène et l'agriculture, et qui nuisent au pire état de la nutrition en Irak.

In fact the so-called 661 committee, which enforces the program, has been harshly criticized by many commentators, including the secretary general of the United Nations who said just last November that he had serious concerns over the excessive number of holds that have been placed on applications and on sectors, such as electricity, water, sanitation and agriculture, that impact adversely on the poor state of nutrition in Iraq.

Nous trouvons dans la Loi sur la santé cinq grands principes, dont celui de l'accessibilité.

We have in the Health Act five major principles, including that of accessibility.

: Évidemment, monsieur le Président, le gouvernement du Canada espère et compte bien que tous les agriculteurs, y compris les agriculteurs biologiques, seront traités convenablement et équitablement sous le régime des pratiques de commercialisation qui s'appliquent, en l'occurrence celles dont est responsable la Commission canadienne du blé.

: Mr. Speaker, it is obviously the hope and the expectation of the Government of Canada that all farmers, including organic farmers, will be treated properly and fairly under the marketing practices that apply, in this case with respect to the Canadian Wheat Board.

Elle est membre fondatrice de l'association des propriétaires de condos de Tri-Cities et fait partie de plusieurs comités municipaux, dont le groupe de travail chargé par le maire d'étudier le problème de la défaillance de l'enveloppe des bâtiments.

She is the founding member of the tri-cities condo group and she sits on several city committees, including the mayor's task force on building envelope failure.
I am ready to do it today, even if I do not make a habit of it.

As the NDP whip, I will try to whip them into shape this morning.

I had a very constructive meeting with the forestry minister of British Columbia this morning and we are working as--

In fact, just this morning, I met with British Columbia's Minister of Forests, our friend Mike de Jong, who was in Ottawa.

We have been working with industry from coast to coast to coast, so much so that for once we do realize in Canada that the problem is not between us and among us, contrary to what the opposition is trying to say this morning.

Mr. Speaker, I do not want to get into an argument here, but I have discussed as recently as this morning with the Canadian Food Inspection Agency the results of the risk assessment that has been made.

What would you do tomorrow morning, Mr. Speaker, if you had a large amount of money set aside for active measures to get the economy back on its feet and were told that actually there was no money, that it was only virtual?
Dans La Presse de ce matin, à la section D-11, il y a un article intitulé «L'avion pénalisé dans les petites villes.»

Section D-11 of today's edition of La Presse contained an article entitled “Air travel penalized in small towns”.

Monsieur le Président, j'ai eu la chance de rencontrer la personne en question ce matin.

Mr. Speaker, I had an opportunity to meet with the gentleman in question this morning.
Monsieur le Président, un service funèbre est présentement célébré à la mémoire de John Ronald Drewery, décédé à l'âge de 77 ans, tôt dans la *matinée* de samedi dernier, à sa résidence de Cornwall, en Ontario.

En effet, VIA Rail a annoncé l'ajout de deux nouveaux trains, l'un en milieu de *matinée* et l'autre en fin de soirée, entre Kitchener et Toronto.

Nous sommes tous d'accord pour dire que le monde a changé en cette *matinée* du mardi 11 septembre.

Je prendrai des dispositions pour que cela ait lieu tôt en *matinée* pour que les porte-parole aient un exemplaire du projet de loi à l'avance.

Cette horrible *matinée* restera à jamais marquée dans nos mémoires comme un moment où le temps s'est arrêté.

Ce serait si facile de simplement appuyer sur un bouton ou prendre le téléphone pour lancer une attaque en guise de représailles pour ces horribles attentats dont nous avons tous été témoins dans la *matinée* du 11 septembre.

M. Werner Schmidt (Kelowna, Alliance canadienne): Madame la Présidente, c'est en fait une belle *matinée* et nous pouvons compter sur un beau projet de loi pour commencer la journée.

Mr. Speaker, funeral services are being held at this time for John Ronald Drewery who died at the age of 77 early last Sunday morning in his home in Cornwall, Ontario.

VIA Rail has announced an additional mid-morning and late evening link between Kitchener and Toronto.

We have all acknowledged that the world changed on the morning of Tuesday, September 11.

I will arrange to do so early on the morning in question so critics can have an advance copy of the bill.

That dreadful morning will forever be etched in memory as a day when time stood still.

It would be quite easy to simply push a button or pick up a phone and launch an attack as retribution for that horrendous act we all witnessed on the morning of September 11.

Mr. Werner Schmidt (Kelowna, Canadian Alliance): Madam Speaker, it is indeed a beautiful morning and we have a beautiful piece of legislation to start the day off.
Le sommet lui-même a bénéficié d'une large couverture des médias et les Canadiens ont pu voir une séance complète des débats tenus entre les 34 chefs d'État pendant la matinée du 21 avril.

Sachant cela, plus tard dans la matinée, le premier ministre a décidé d'aller faire du ski.

Il y a une question qui m'a ennuyé toute la matinée, depuis que le solliciteur général a fait remarquer que le gouvernement voterait en faveur de la motion mais que ce dernier prenait déjà toutes les mesures prévues dans cette motion.

The summit itself was widely covered by broadcast media and Canadians were able to see a full session of the debates between the 34 heads of state during the morning of April 21.

With that knowledge, later that morning the Prime Minister decided to go skiing instead.

There is an issue that has been bothering me all morning since the solicitor general said the government would vote for the motion but that the government is already doing what is in it.
Activity Guide #1 -- Please investigate the following questions with your partner and discuss your answers aloud together. Your answers will be tape recorded, but you may wish to write them down also.

1. The English word “morning” can be translated by either “matin” or “matinée” in French. Begin by looking up the English word “morning” and see if you can distinguish when it is translated by “matin” and when it is translated by “matinée.”

2. Look up “matin” by itself and see if you are right. Look up “matinée” and see if you are right.

Reflect on what you have seen, or do more searches and answer the following questions:

1. Does the word “matin/matinée” regularly occur with any other words or constructions or parts of speech? Are there any set phrases that “matin/matinée” occurs in or with?

2. Does “matin/matinée” seem to be used in any particular situations or does “matin/matinée” have any particular situations or feelings that go along with it?

3. How would you differentiate the meaning of “matin/matinée”?
Activity Guide #2 -- Please investigate the following questions with your partner and discuss your answers aloud together. Your answers will be tape recorded, but you may wish to write them down also.

1. Look up the French word “dont”

2. What are some words that “dont” is translated by in English?

3. Look up one of the English words (from 2). Does “dont” mean the same thing as a particular English word? What are some other words that are used to translate it? You may view more examples by clicking on the “Resultats suivants” button at the bottom of the page.

4. Investigate the relationship specifically between dont/which by doing a parallel search (enter a “dont” in the French section, and “which” in English).

6. Repeat steps 3-4 with dont/with, dont/including, and dont/whose (three of the main words used to translate dont). Reflect on what you have seen, or do more searches and consider the following questions with your partner:

1. Does the word “dont” regularly occur with any other words or constructions or parts of speech? Are there any set phrases that “dont” occurs in or with?

2. Does “dont” seem to be used in any particular situations or does “dont” have any particular situations or feelings that go along with it?

3. How would you describe the meaning of“dont”?
**Pre-questions** for *Parallel Concordance: Are there short-term benefits for intermediate*

Name:

Age:

Gender:

Describe your past experiences/studies in French (including any study abroad experiences, etc.):

Have you studied any other languages? If yes, describe your past study of that language(s):

Have you taken any Linguistics courses? If yes, please describe:

How have you been involved with the other participant in your French studies? (ex: do you study together, how long, etc.)

How familiar are you with the use of computers?

**Post-Questions:**

Do you think activities with a parallel concordance like the one in this study would be useful to you as a language learner? If so, how?

Would you like to spend more time viewing a parallel concordance like the one in this activity?

Do you think that it would be worth it for you to become proficient in the use of a parallel concordancer?

Other Comments:
Pre-Test Part A: matin/matinée

If you think the use of the highlighted French word is grammatical, mark Grammatical; if you think that it is ungrammatical, mark Ungrammatical; if you are not sure mark Not Sure. The English translation has been provided, but will not be ungrammatical even if the French is.
Pre-Test Part A: matin/matinée

If you think the use of the highlighted French word is grammatical, mark Grammatical; if you think that it is ungrammatical, mark Ungrammatical; if you are not sure mark Not Sure. The English translation has been provided, but will not be ungrammatical even if the French is.

1. Nous avons débattu ce projet de loi tout le matin et les seuls propos qui nous sont venus d'en face ont été quelques déclarations très brèves du ministre de la Justice, qui a dit que le gouvernement devait imposer la clôture sur la mesure législative portant récupération des pensions, le projet de loi C-28.

I was quite surprised that I did not hear a single word in response from members on the opposite side of the House. All morning we debated this bill and the only words we heard from across the way were a very few short statements from the Minister of Justice who said they had to impose closure on the clawback legislation, Bill C-28.

2. À titre d'exemple, un peu plus tôt ce matin, j'ai informé le procureur général américain, M. Ashcroft, que le Canada imposera très bientôt à certains pays des critères supplémentaires en matière de visa.

For example, earlier this morning I informed Attorney General Ashcroft that very soon Canada will be imposing additional visa requirements on certain countries.

3. Le député a suggéré d'adopter rapidement le projet de loi pour en terminer avant la fin du matin.

The hon. member has suggested that we should pass this legislation in a hurry so that we get it over with before the end of the morning.

4. Je ne voudrais pas qu'on mèlè tout ici cette matinée.

I do not want everything to be lumped together here this morning.
5. Le ministre peut-il dire à la Chambre cette matinée quelles mesures prend le gouvernement pour appuyer la recherche et le développement au niveau universitaire dans le cadre de son programme d'innovation?

Will the minister tell the House this morning what the government is doing to support research and development in universities as part of its innovation program?

6. Il est dommage que le député n'ait pu participer à notre dernier caucus, mercredi matiné passé, où il aurait constaté un soutien sans faille au projet de loi C-36 et aux amendements qui y ont été apportés.

It is too bad the hon. member could not have been present last Wednesday morning at our caucus where there was complete support for Bill C-36 and the amendments that were made.

7. M. Benoît Sauvageau (Repentigny, BQ): Monsieur le Président, la vérificatrice générale a été accablante pour le gouvernement fédéral dans son rapport déposé ce matin.

Mr. Benoît Sauvageau (Repentigny, BQ): Mr. Speaker, the auditor general did not pull any punches in her report this morning to the federal government.

8. Nous avons pu demander cette matinée à la ministre de la Justice pourquoi elle recourt à l'attribution du temps.

We had an opportunity this morning to ask the Minister of Justice why she brought in time allocation.

9. Les renseignements fournis à huis clos aux médias dans la matinée de vendredi dernier sur l'accord de libre-échange entre le Canada et les États-Unis ont été divulgués aux députés.

The information provided at the lock-up last Friday morning for the media on the Canada-U.S. trade agreement was also provided to Members of Parliament.

I released Mr. Foisy's report to the parties on the morning of September 22, 1987, and released it publicly later the same day.

11. Or, à cause de circonstances indépendantes de sa volonté, le chef de l'opposition ne peut être présent à la Chambre ce matin.

Due to circumstances beyond his control he is unable to be here this morning.

12. Je pensais à ce que j'allais dire ce matin et je me suis souvenu qu'il y a quelques années, un de mes amis m'avait conseillé d'acheter des actions d'une compagnie, dont je tairai le nom.

I was thinking about what to say this morning and I recall that a number of years ago one of my friends told me that I should buy some shares in a company, which I will not name here.

13. L'hon. Edward Broadbent (Oshawa): Monsieur le Président, comme vous venez de le signaler, dans la matinée, je vous ai effectivement donné avis de mon intention de demander en vertu de l'article 29 du Règlement, l'ajournement des travaux de la Chambre pour débattre d'une question d'importance cruciale pour la nation.

Hon. Edward Broadbent (Oshawa): Mr. Speaker, as you indicated, earlier today I gave you notice of my intention of rising under the provisions of Standing Order 29 to seek leave to adjourn the House for the purpose of discussing what is an issue of vital national importance.

14. En devançant la conclusion et en disant qu'il s'agissait de la conclusion définitive du comité, avant que la présidence ne dépose le rapport cette matinée, le chef de l'opposition, un agent de la Chambre, a bafoué les droits et les privilèges de tous les députés.

By pre-empting the finding and the reference that it was the final conclusion of the committee prior to the chair tabling the report this morning, the Leader of the Opposition, an officer of the House, showed contempt for the rights and privileges of all members of this place.
15. Nous pouvons également lui mentionner que, pas plus tard que cette matinée, en faisant allusion à cette mesure ainsi qu'à d'autres, comme l'interception de communications, l'interrogatoire de groupes cibles et d'éventuels procès devant un tribunal militaire, le journal Le Devoir titrait à la une: «Les États-Unis glissent-ils vers l'État policier?»

We could also remind the Minister that no later than this morning, in reference to this measure and others, such as communications intercept, the questioning of target groups and possible trials before a martial court, the headline on the front page of Le Devoir read “Is the United States to become a police state?”

16. En effet, dans le courant de la matinée, j'ai reçu un télégramme du conseil des églises chrétiennes réformées.

Earlier today I was handed a telegram from the Council of Christian Reform Churches.

17. Cela signifie que l'unique employé ne peut ouvrir le bureau que tard dans la matinée, parce qu'il doit d'abord préparer le travail de la journée.

That means that while preparing for the day the individual worker often cannot open until late in the morning.

18. Reste à voir si nous pouvons expédier toutes les mesures proposées pendant cette courte période dans le matin. Nous tâcherons de coopérer, mais nous avons des opinions bien arrêtées que nous tenons à faire valoir.

Whether we can deal with all the legislation in that short period in the morning remains to be seen, but we will endeavour to co-operate on this legislation which we feel strongly about.
19. That is the reason I went to Windsor on Wednesday night-Thursday morning to meet with representatives of the independent truckers in an effort, with the assistance of the Minister of Transport of Ontario, to alleviate the situation.

20. There would not have been time, however, to print a corrected version of the Projected Order of Business which Members receive in their offices first thing in the morning.

21. That happened this morning.

22. : Mr. Speaker, Attorney General Ashcroft said publicly in Detroit this morning that he is not interested in militarizing the border.

23. : Mr. Speaker, just this morning I met with the attorney general of the United States.
24. The business of Tuesday morning and Tuesday after Question Period will be of such a nature that it should not cause great difficulty to the people who will be involved in the lock-up and that type of business.

25. Mr. Speaker, this morning the Standing Committee on Human Resources strongly criticized the government for doing nothing since 1993 for the more than 270,000 seniors entitled to a guaranteed supplement but deprived of it through government inertia.

26. However, a number of things encouraged me to change my mind earlier this morning and I have decided to say a few words.

27. This morning The Dallas Morning News provides some insights into what is on the minds of the people in Texas these days.

28. The agreement signed this morning involving certain agencies mirrors what has been done with respect to customs.
29. M. le Président: Étant d'humeur généreuse en ce début de matinée, je laisse le choix au député.  
Mr. Speaker: I think out of an early morning generosity of spirit, I can indicate to the Hon. Member that the choice is his.

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<td>30. Vous m'avez bousculée tout le matin.</td>
<td>You have been rushing me all morning.</td>
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### Pre-Test part B: dont

If you think the use of the highlighted French word is grammatical, mark **Grammatical**; if you think that it is ungrammatical, mark **Ungrammatical**; if you are not sure mark **Not Sure**. The English translation has been provided, but will not be ungrammatical even if the French is.

1. Les agriculteurs, les chasseurs et les entreprises *dont* les activités sont liées à l'agriculture et à la chasse, ont assez de soucis ces temps-ci pour encore se demander si les activités auxquelles ils se sont consacrés toute leur vie vont ou non être criminalisées.

   The farmers and hunters and other businesses associated with those activities have enough to worry about these days without having to wonder if they are going to be criminalized for practices they have been carrying out their entire lives.

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2. On pourrait, pour cela, constituer un comité qui serait chargé d'examiner et d'interviewer les candidats *dont* les noms seraient soumis au premier ministre.

   One option would be to strike a committee that would review and interview candidates whose names would be put forward to the Prime Minister.

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3. Après la reconnaissance des erreurs judiciaires *dont* ont été victimes Donald Marshall, Guy Morin, Robert Milgaard et bien d'autres, on se serait attendu à ce que le gouvernement présente de nouvelles dispositions traitant des erreurs judiciaires ou des condamnations d'innocents dans un projet de loi portant uniquement là-dessus. Or, le gouvernement a choisi une autre option.

   After what we have learned with regard to Donald Marshall, Guy Morin, David Milgaard and variety of other occasions, surely an attempt to put in place new provisions with respect to how we deal with wrongful conviction or judicial error would have been something that would have merited its own legislation and debate and yet the government has chosen not to do that.

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4. What have been the total costs since 1995 for the project to replace the old foghorn at the Cape Mudge light station in British Columbia with an electronic foghorn, including: (a) the cost of the solar unit, batteries and horns;

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5. The plum pox virus is a serious disease that infects stone fruit species including peaches, nectarines, plums and apricots.

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6. Alanis Obomsawin, whose work has led to a better understanding of the history and culture of Canada's aboriginal peoples;

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7. One might well believe that, with the $221 million offered to Quebec over five years under the youth justice services funding program, including over $25 million for implementation of the Youth Criminal Justice Act, Quebec would be in a position to establish customized programs to hold young offenders accountable, provide them with effective rehabilitation, and successfully reintegrate them into society.

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8.
Alors, qu'arrive-t-il lorsqu'un Sénat élu dit aux élus de cette Chambre: «On représente aussi bien les Albertains qui nous ont élus que l'Alliance canadienne dont a eu 23 députés sur 26.

9.
Ce n'est manifestement pas le cas, car toutes les provinces, dont la mienne, se plaignent du manque de fonds de la part d'Ottawa aux fins de la réadaptation.

10.
Il y avait un rapport dont vous trouverez copie.»

11.
Outre les exceptions générales dont il est fait état dans l'ALENA, les réserves sont définies dans les sections relatives aux pays des annexes I, II et III de l'ALENA.

12.
On pourrait faire le tour de la Chambre pour montrer que mon comté s'étend sur 802 000 kilomètres. Je pourrais faire le tour ici; il y a des députés dont le comté a 10 ou 14 kilomètres carrés.
13. 
Au lieu de cela, le gouvernement a créé une autre administration autonome dont les membres du conseil seront nommés par le ministre des Transports.

The government instead created yet another stand-alone agency whose board members would be named by the Minister of Transport.

Grammatical  Ungrammatical  Not Sure

14. 
Le Guide des enquêtes et du contrôle décrit les politiques et les lignes directrices du code de conduite dont doivent suivre les enquêteurs durant leurs enquêtes.

The policies and guidelines on the code of conduct to which investigators must adhere while conducting investigations are outlined in the investigation and control manual.

Grammatical  Ungrammatical  Not Sure

15. 
Mon collègue rappelait que, selon cette recommandation, les coûts devraient être à la charge de divers intervenants, dont le gouvernement, les autorités aéroportuaires régionales, les lignes aériennes et les voyageurs.

As my colleague pointed out, it suggested that the costs should be borne by different players including the government, regional airport authorities, airlines and travellers.

Grammatical  Ungrammatical  Not Sure

16. 
L'OMC compte plus de 130 pays dont la majorité sont des pays en voie de développement.

The WTO has more than 130 member states, most of which are developing countries.

Grammatical  Ungrammatical  Not Sure
17. Monsieur le Président, c'est le député de St-Hyacinthe—Bagot qui a dit, lors de la réunion dont le gouverneur de la Banque du Canada, et je le cite: «Monsieur le gouverneur, ce n’est pas le régime flottant que je conteste, loin de là.

Mr. Speaker, it is the hon. member for Saint-Hyacinthe—Bagot who, at the meeting with the Governor of the Bank of Canada, said “Mr. Governor, it is not the floating system I object to, far from it.

Grammatical Ungrammatical Not Sure

18. Nous avons procédé avec un trop grand empressement, et cette précipitation était dictée par le gouvernement dont —on le verra plus tard, mais on s’en doutait bien à ce moment-là—avait des motivations essentiellement politiques et partisanes.

We proceeded with too much haste and this haste was dictated to us by the government, whose motives were—we saw it later, but we had suspicions at the time—essentially political and partisan.

Grammatical Ungrammatical Not Sure

19. Dans ce projet de loi, il est stipulé que, pour être adopté, il devra y avoir assentiment des deux Chambres, dont à savoir la Chambre des communes et l’autre Chambre, composée, comme on le sait, de non-élus.

The bill provides that the introduction of such a process would require the approval of both Houses, the House of Commons and the other chamber, whose members, as we know, are not elected. We are being upfront.

Grammatical Ungrammatical Not Sure

20. Les membres des forces alliées, dont de la Marine Royale du Canada, ont lutté pour contrer la menace des sous-marins allemands.

It pitted the naval forces of the allies, including the Royal Canadian Navy, against the notorious German U-boats.

Grammatical Ungrammatical Not Sure
21. In 1983, when the Hague Convention came into force, three countries only signed it, including Canada.

Grammatical Ungrammatical Not Sure

22. Today is the deadline for submitting comments to the CRTC. I add my voice to that of all the parties, including the Fédération des télévisions communautaires autonomes du Québec, in order to emphasize the importance of introducing policies which will guarantee the survival and financial independence of community television channels throughout Canada.

Grammatical Ungrammatical Not Sure

23. Ceremonies will take place across the country, including at the National War Memorial, where more than 500 veterans and members of the Canadian forces will be in attendance.

Grammatical Ungrammatical Not Sure

24. I may or may not agree with it but that is a different proposition.

Grammatical Ungrammatical Not Sure
25. Nous n'appuierons aucune mesure qui menacerait de façon si flagrante des emplois dont notre économie a tant besoin et que nous avons créés en grand nombre depuis 1993, en grande partie grâce à nos succès commerciaux sur les marchés étrangers.

We will not support measures that blatantly threaten jobs, jobs which are badly needed and which have been created in significant numbers since 1993 because of our success in trade.

26. Les étapes entreprises, les faits reçus et les documents de toutes les entrevues sont ensuite inclus dans le rapport de l'enquête dont constitue le formulaire ministériel de DRHC pour rendre compte d'une enquête.

The steps taken, facts received and records of any interviews are documented in the report of investigation which is the HRDC departmental form used to report on an investigation.

27. Pour aider à construire l'expertise de sa main-d'œuvre, DRHC a mis en place des programmes de formation à l'échelle nationale de même que des politiques relatives au monitoring et à la gestion de la qualité dont assurent que ses agents d'Enquêtes et contrôle mènent des enquêtes de façon professionnelle, courtoise et juste.

To help build expertise in its workforce HRDC has put in place national training programs, monitoring and quality management policies which ensure that its investigation and control officers conduct investigations in a professional, courteous and fair manner.

28. La Chambre me permettra de remercier le personnel du caucus conservateur et le personnel du caucus néo-démocrate pour la très belle fête organisée au sixième étage. Je profite pour souhaiter un bon anniversaire au député pour dont la fête est organisée.

If I may ask the indulgence of the House, I would like to thank the Tory caucus staff and the New Democratic caucus staff for holding a wonderful birthday party on the sixth floor and I will say happy birthday to the hon. member whose birthday was celebrated.
29.
Russel C. Goodman, dont les vitraux ornent la Chambre des communes;

Grammatical       Ungrammatical       Not Sure

30.
Aujourd'hui, mes commentaires se concentrent sur la réforme fiscale, mais nous avons aussi besoin dont le gouvernement s'engage davantage à réduire la dette car, éventuellement, on pourrait ainsi réussir à renforcer le dollar canadien par le truchement de la politique financière.

Grammatical       Ungrammatical       Not Sure

31.
Mais il nous faut de telles organisations internationales dont les règles sont établies pour garantir la prospérité du Canada dans des secteurs comme celui de l'industrie forestière.

Canada could win that dispute but we need international organizations, like the WTO, with the rules that are provided, in order to ensure Canada's prosperity in things like our forestry industry.

Grammatical       Ungrammatical       Not Sure

32.
On dit de lui qu'il est en cavale, dont le sou, et susceptible de se mettre à voler pour subvenir à ses besoins.

They say he is on the run with no money and likely to start robbing to support himself.

Grammatical       Ungrammatical       Not Sure
Post Test Part A: matin/matinée

If you think the use of the highlighted French word is grammatical, mark Grammatical; if you think that it is ungrammatical, mark Ungrammatical; if you are not sure mark Not Sure. The English translation has been provided, but will not be ungrammatical even if the French is.

1. On nous dit que le Cabinet s'est réuni toute la matinée.
   We have been told that the Cabinet has been meeting all morning.
   Grammatical Ungrammatical Not Sure

2. Au cours du matin, un certain nombre de représentants de tous les partis se rendront à Montréal à cette occasion.
   On Thursday morning a number of members from all sides of the House are going to be in Montreal for that particular occasion.
   Grammatical Ungrammatical Not Sure

3. Elle décide de sévir et vote fièrement pour des mesures qui restreindront les libertés des Canadiens. Néanmoins, elle est intervenue de bon cœur cette matinée pour expliquer comment elle consentirait des privilèges diplomatiques à des étrangers se trouvant au pays alors que je lui avais fourni des exemples montrant clairement qu'il y avait eu des abus de l'immunité diplomatique au Canada.
   She cracks down and votes proudly for those things that would restrict the freedoms of Canadians, but would go ahead and happily and gaily stand up this morning and talk about how she will extend the diplomatic privileges for foreigners in the country when I have given her perfectly good examples of people who have abused diplomatic privileges in the country.
   Grammatical Ungrammatical Not Sure

4. Ce matin, la Gouverneure générale a décerné à titre posthume une décoration pour acte de bravoure à l'agent David Nicholson.
   This morning the Governor General recognized Constable David Nicholson in a posthumous decoration for bravery.
   Grammatical Ungrammatical Not Sure
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<td>5.</td>
<td>M. Michel Bellehumeur (Berthier—Montcalm, BQ): Monsieur le Président, depuis ce matin, j'ai écouté attentivement le débat concernant ce projet de loi fort important.</td>
<td>Mr. Michel Bellehumeur (Berthier—Montcalm, BQ): Since this morning, I have been listening carefully to the debate about this very important bill.</td>
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<td>6.</td>
<td>M. Don Boudria (Glengarry—Prescott—Russell): Monsieur le Président, au début du matin, l'Union des postiers du Canada a présenté une demande officielle au ministre responsable de Postes Canada, le priant de créer une commission royale d'enquête chargée d'étudier les pratiques de gestion de la Société canadienne des postes ainsi que l'accessibilité, la qualité et le niveau du service qu'elle offre.</td>
<td>Mr. Don Boudria (Glengarry—Prescott—Russell): Mr. Speaker, early this morning the Canadian Union of Postal Workers made a formal request to the Minister responsible for Canada Post to institute a Royal Commission of Inquiry into the management practices, accessibility, quality and level of service offered by the Canada Post Corporation.</td>
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<td>7.</td>
<td>M. Rob Anders (Calgary-Ouest, Alliance canadienne): Madame la Présidente, la secrétaire parlementaire a répondu à ma première question cette matinée en disant qu'elle observait une politique de tolérance zéro.</td>
<td>Mr. Rob Anders (Calgary West, Canadian Alliance): Madam Speaker, the parliamentary secretary responded to my first question this morning by saying that she had a policy of zero tolerance.</td>
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<td>8.</td>
<td>On l'a eu lundi vers la fin de l'après-midi, et tellement tard qu'on n'a pu l'examiner que le lendemain matin en comité.</td>
<td>We received them on Monday, toward the end of the afternoon, so late that we were not able to examine them until the next morning in committee.</td>
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10. Je ne voudrais pas qu'on mélè tout ici ce matin.

11. Dans le cas qui est à l'étude cette matinée, la Cour suprême a mis une vingtaine d'années avant de très bien déterminer quels étaient les pouvoirs de la GRC, ce qu'elle peut et ne peut faire, toujours en fonction de la Charte canadienne des droits et libertés, qui s'est précisée au cours des années, soit naturellement depuis son adoption.

12. La secrétaire parlementaire en face affiche cette matinée une attitude elitiste déconnectée de la réalité et pouffe de rire en se demandant pourquoi les Canadiens sont mécontents.
13. Monsieur le Président, ce matin, le premier ministre du Canada a signé un accord avec le secteur bénévole et a annoncé l'initiative canadienne sur le bénévolat avec un montant de 50 millions de dollars pour cinq ans.

Grammatical: Mr. Speaker, this morning the Prime Minister of Canada signed an accord with the volunteer sector and announced funding of $50 million over five years for the Canada volunteerism initiative.

14. M. Lewis: Monsieur le Président, à la suite d'entretiens entre les partis, nous avons apporté à l'ordre des travaux d'aujourd'hui certaines modifications qui ont été transmises aux partis en début de matinée.

Grammatical: Mr. Lewis: Mr. Speaker, there have been discussions among the Parties, and we have made some changes to the order of business today, changes which were communicated to the Parties earlier in the morning.

15. La présidence sait que cette question a été renvoyée au comité permanent et que le rapport a été déposé cette matinée par le président de ce comité, le député de Peterborough.

Grammatical: The Chair will know that the matter was referred to the standing committee and the report was tabled this morning by the chair of that committee, the member for Peterborough.

16. C'est exactement la position qu'il avait exposée dans la matinée.

Grammatical: That is exactly the position in the morning.
17. Sauverreur, celui-ci envisage de se réunir jeudi dans le matin, de sorte que nous aurions ainsi l'occasion de discuter plus longuement et d'une façon aussi approfondie que possible des effets des sanctions sur les diverses couches de la société irakienne.

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18. M. Don Boudria (Glengarry—Prescott—Russell): Monsieur le Président, au début du matin, l'Union des postiers du Canada a présenté une demande officielle au ministre responsable de Postes Canada, le priant de créer une commission royale d'enquête chargée d'étudier les pratiques de gestion de la Société canadienne des postes ainsi que l'accessibilité, la qualité et le niveau du service qu'elle offre.

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19. On a pris la seule mesure urgente, la seule véritable mesure d'urgence qui était dans le projet de loi C-42 et c'est évidemment celle que le ministre a déposée ce matin.

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20. J'aimerais bien savoir ce que le député pense du projet de loi C-35 et, j'ai lu les journaux cette matinée.

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21. Il serait peut-être plus approprié de tenir ces discussions en privé au cours du matin pour parvenir à un accord satisfaisant tous les partis. Perhaps it would be more appropriate if we had those discussions in private as the morning progresses and we can reach some mutually satisfactory arrangements.

Grammatical Ungrammatical Not Sure

22. Je ne dis pas que demain matin cela va arriver, mais on a tous les ingrédients pour se diriger vers une situation pas très belle et vers une façon de faire qui n'est pas le propre du Canada et du Québec. I am not saying that this will happen tomorrow morning, but all the ingredients are there to set the stage for a rather ugly situation, a way of doing things which is foreign to Canada and to Quebec.

Grammatical Ungrammatical Not Sure

23. Il a dégagé tellement de sujets d'enquête et d'examen intéressants que nous pourrions demeurer ici tout le matin à discuter uniquement du premier sujet, la gestion de l'économie. He has opened up so many interesting lines of inquiry and examination that we could be here all morning simply discussing the first topic alone, the question of the management of the economy.

Grammatical Ungrammatical Not Sure

24. M. Jim Hawkes (Calgary-Ouest): Monsieur le Président, on m'a transmis plus tôt en matin un bref compte rendu de la réunion d'hier. Mr. Jim Hawkes (Calgary West): Mr. Speaker, I had a brief note passed to me earlier this morning about the events of yesterday.

Grammatical Ungrammatical Not Sure

25. M. Winegard: Madame la Présidente, j'ai été attentif à ce débat durant la plus grande partie de la matinée et il se poursuit maintenant durant l'après-midi. Mr. Winegard: Madam Speaker, I have listened to this debate through most of the morning and now into the afternoon.

Grammatical Ungrammatical Not Sure
26. Je voudrais notamment signaler qu'à la demande du premier ministre, j'ai organisé jeudi prochain, dans le matin, une table ronde nationale à laquelle participeront des sinologues canadiens, dont des Canadiens d'origine chinoise, afin d'appuyer les initiatives du gouvernement au Canada et à l'étranger sur les conseils des Canadiens qui connaissent bien la Chine.

Next Thursday morning I will be convening, at the Prime Minister's request, a national round table involving Canadians expert in China, including Canadians of Chinese origin, so that we can supplement the work of the Government at home and internationally with the advice of the Canadians who are knowledgeable about China.

27. Il ne suffit pas de placer un document dans le courrier et de s'attendre à ce que le personnel le distribuera après avoir épluché le courrier, au tout début de la matinée.

Simply to place something in the mail and expect that staff will pick it up after the mail has been cleared first thing in the morning is not a satisfactory procedure.


I have been awake here all morning.

29. Si vous me le permettez, je traiterai maintenant de développement régional, un sujet que mon collègue d'en face, le député de Burgeo, abordera, j'en suis certain, plus tard au cours du matin ou de la journée.

I would like to comment if I could on regional development which is something that I am sure my friend opposite from Burgeo will comment on later this morning or later today.
30.
Le gouvernement n'a pas reconnu cela et n'a accepté de laisser parler le syndicat que pour chercher à saborder son témoignage en demandant à des députés gouvernementaux de poser à ce groupe fantôme les mêmes questions qui avaient été posées aux syndicats en matinée.

The Government did not recognize that and it agreed to let the union speak only to try to overturn its testimony by having members of the government side put the same questions to this bogus group as were put to the unions in the morning.

Grammatical          Ungrammatical          Not Sure
Post Test part B: dont

If you think the use of the highlighted French word is grammatical, mark Grammatical; if you think that it is ungrammatical, mark Ungrammatical; if you are not sure mark Not Sure. The English translation has been provided, but will not be ungrammatical even if the French is.

1.
Dans la Zone de libre-échange des Amériques, chaque pays devra soumettre une proposition aux neuf comités de négociation, dont l'une traite de l'investissement.

In the free trade area of the Americas, every country will have to submit a proposal to the nine negotiating groups, one of which will deal with investment.

2.
Le Cabinet est au centre des décisions tandis que le reste du Parlement évolue dans la marge, que ce soit en tant que députés du parti ministériel qui peuvent souvent modifier les détails d'une proposition mais rarement en modifier la substance, ou en tant que députés d'un parti d'opposition dont les amendements ou les critiques peuvent parfois, mais pas très souvent, apporter un changement.

Cabinet is at the centre of the decisions and the rest of parliament is at the margins, whether as members of a government caucus who can often change the details of a proposal but rarely change its substance, or as members of an opposition party whose amendments or criticisms can sometimes, but not very often, bring a change.

3.
Nous devons y aller agressivement et réduire non seulement les impôts en général, mais surtout ceux dont freinent le plus la croissance économique et la création d'emplois.

We must move aggressively not just to reduce taxes in totality but to reduce those which have the most negative impact on economic growth and opportunity.
4. The hero whose name we add to our immortals, John Alexander Macdonald, had much of the force of an Oliver Cromwell, some of the compacting and conciliating tact of a William Pitt, the sagacity of a William Gladstone, and some of the shrewdness of a Benjamin Disraeli.

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<td>5. For example, there are rules that create such restrictive policies around intellectual property rights that we end up with a piece of legislation such as this which will actually deny people access to affordable drugs in Canada.</td>
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<td>6. The foghorn was subsequently replaced on April 9, 1998, by a smaller AP/FA390 foghorn with a frequency of 390Hz that has a lower frequency and less range.</td>
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<td>7. When a youth is transferred to adult court, the rules applicable to adults apply to the youth and the special protections granted by the Young Offenders Act, including the ban on publication do not apply.</td>
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8. It seems rather obvious to me that the member is not dealing at all, not at all, with the amendment before us today.

9. Mr. Robert Lanctôt (Châteauguay, BQ):
Mr. Speaker, the Bloc Quebecois wishes to draw attention to the courage of Raymond Côté, the president of Sports Québec, whose resignation from the appeal committee looking into the conflict between Synchro Canada and Synchro Québec has focused attention on the lack of openness at Synchro Canada.

10. If he is so deeply convinced that the government is making a mistake on something as fundamental as the finance minister's tax policy, and that the government is further strangling the regions in Quebec, including his, let him vote against Bill C-49, hand in his resignation and sit as a Bloc Quebecois member, because we are the only real advocates for Quebec and its regions.
11. M. Greg Thompson (Nouveau-Brunswick-Sud-Ouest, PC): Monsieur le Président, le ministère de la Défense nationale a pour 70 millions de dollars de matériel en Floride, dans un entrepôt qui appartient à un criminel notoire en attente d'une sentence dont de lourdes amendes, une peine d'emprisonnement et la saisie possible de biens.

Mr. Greg Thompson (New Brunswick Southwest, PC): Mr. Speaker, DND has $70 million of inventory sitting in a Florida warehouse owned by a convicted felon currently awaiting sentencing, including heavy fines, incarceration and possible seizure of assets.

Grammatical Ungrammatical Not Sure

12. On pourrait, par exemple, charger un comité d'évaluer et d'interviewer les candidats dont seraient proposés au premier ministre.

One option would be to strike a committee to review and interview candidates whose names would be put forward to the Prime Minister.

Grammatical Ungrammatical Not Sure

13. Cette année, le dollar canadien a perdu 4,6 p. 100 de sa valeur par rapport au dollar américain, dont seulement 0,4 p. 100 après les attentats du 11 septembre.

This year the Canadian dollar has lost 4.6% against the U.S. dollar, only .4% of which happened after the September 11 disaster.

Grammatical Ungrammatical Not Sure

14. Le complot, le truquage des offres, les prix abusifs, la publicité trompeuse et les pratiques de vente trompeuses dont bon nombre d'entre nous avons déjà été victimes, moi-même et plusieurs de mes électeurs dont, préoccupent beaucoup les gens.

People are concerned about issues of conspiracy, bid rigging, predatory pricing, misleading advertising and deceptive marketing practices. Many of us have been victims of those practices, including me and certainly some of my constituents.

Grammatical Ungrammatical Not Sure
15. Les étapes entreprises, les faits reçus et les documents de toutes les entrevues sont ensuite inclus dans le rapport de l'enquête dont constitue le formulaire ministériel de DRHC pour rendre compte d'une enquête. The steps taken, facts received and records of any interviews are documented in the report of investigation which is the HRDC departmental form used to report on an investigation.

16. Il y a maintenant une proposition qui, sauf erreur, porterait le fonds, dont a parlé le député ministériel, à 25 milliards de dollars pour une population de 500 millions d'habitants. There is a proposal I believe to top up the fund, which my colleague from the government side talked about, to $25 billion for what would be 500 million people?

17. Nous savons que ces groupes ont volé des véhicules pour des fins diverses, dont pour transporter de produits de contrebande. We know organized crime groups have stolen vehicles for a number of things, including transporting contraband.

18. Au fil des ans, les Canadiens ont fini par trouver normal que, dans un pays dont la population compte quelque 32 millions d'habitants et qui possède 11 p. 100 des réserves d'eau douce du monde entier, nous ayons de l'eau potable saine. Canadians over the years have come to expect and perhaps take for granted that a country with a population of 32-odd million, which possesses some 11% of the world's reservoir of freshwater, would have safe drinking water.

19. L'ACDI ne va prendre aucune nouvelle initiative dont des ministères du Zimbabwe. CIDA will not undertake any new initiatives with departments of the government of Zimbabwe.
20.
Des théoriciens en matière d’économie, dont ceux de l’Institut C.D.
It has been observed by academic economists including, for instance, those at the C.D.

21.
J’ai aussi l’intention d’appliquer les critères prévus dans le nota original dont la validité a été confirmée par l’adoption de la motion du gouvernement numéro 2.
I also intend to apply those criteria in the original note, whose validity has been endorsed by the adoption of government Motion No. 2.

22.
Deuxièmement, ne trouve-t-il pas un peu déplacée, dans la Déclaration finale des 34 chefs d’État, la référence unique au Forum interparlementaire des Amériques, le FIPA, qui n’a à peine qu’un mois d’existence, alors qu’on ne parle pas du tout de la COPA qui a, depuis 1997, pignon sur rue et dont a une composition beaucoup plus large, plus pluraliste?
Second, does he not find inappropriate that the final declaration of the 34 heads of state mentions only the inter-parliamentary forum of the Americas, the FIPA, which has been in existence for hardly a month, while there is no mention whatsoever of COPA, which has been highly respected since 1997 and whose membership is much larger and pluralistic?

23.
Intégrer les revenus gagnés dont revenu tiré de dividendes aux fins de l’impôt est une mesure nécessaire.
Integrating earned income with dividend income for tax purposes is a very necessary measure.

24.
Il suffit de regarder les économies de pays dont les populations se déplacent.
Let us look at the economies of countries with mobile populations.
25. Il a aussi été question de la propriété intellectuelle, donc fera l'objet de ma question. Another area that was raised is the issue of intellectual property, which is what I will pose my question on.

26. Je ne crois pas qu'il y ait quoi que ce soit de mal dont que nous discutons de la question. If it is, there is nothing wrong with discussing the issue.

27. Tous nos députés, dont le chef, la députée de Halifax, étaient là à Québec, justement parce que nous disons «non». All our members, including our leader, the member for Halifax, were in Quebec City, because we say no.

28. Le professeur Howard Mann, respecté directeur de l'Institut international du développement durable, vient de publier une étude dont mon chef a fait mention à plusieurs reprises et dans laquelle il explique très clairement et très éloquemment les problèmes que cause le chapitre 11 de l'ALENA. On a number of occasions my leader has referred to a study which was just published by Professor Howard Mann, a respected director of the International Institute for Sustainable Development, who documented clearly and eloquently the problems with chapter 11 of NAFTA.
29. They have also indicated their dissatisfaction with the way the drug patent regulations are being implemented.

Grammatical   Ungrammatical   Not Sure

30. To solve the problem of international child abductions by fathers or mothers, the government has come up with several measures, including bilateral conventions and agreements.

Grammatical   Ungrammatical   Not Sure

31. It could leave some of that control in private sector hands or, as I suggest and with which I believe the member concurred, the ACOA budget or part of it could be used to reduce corporate taxes in Atlantic Canada and thereby create greater economic growth and opportunity.

Grammatical   Ungrammatical   Not Sure

32. We proceeded with too much haste and this haste was dictated to us by the government, whose motives were—we saw it later, but we had suspicions at the time—essentially political and partisan.

Grammatical   Ungrammatical   Not Sure
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matin/matinée Think-Aloud Counts

note: discourses are indented

Connotation-45
4: yeah, to show the duration [reference to learned rule?]

4: so what is matin?
3: ah, morning
4: what is matinee?
3: throughout the morning, during the morning

3: oh, there you go maybe it is something has to do with how consistent you are, I don’t know
3: uhm, they stayed up during the morning, yeah I just the matinee is showing some sort of as it is happening or during or while

4: seem to be used in any particular situations or does matinee have a particular situation or feeling that goes along with it? yeah, during

3: ok, so we better get going, how would you differentiate the meaning matin/matinee
4: what is the specific morning it happened and it’s over.
3: mm hmm
4: and the other one is
3: but not necessarily in the past because we have seen on there the past tense having matinee, ok, so that’s go ahead ok
4: and the other is like during
3: yes
4: matinee would be
3: throughout
4: yes, throughout the morning
3: during, yes

5: when it’s either not a specific time... duration of time... or if they are not sure, then you use matinee instead of matin

6: so it’s just a longer period of time or when they aren’t sure...

6: it seems like when they are looking back in time – last Thursday morning- they are using matinee.

6: it, it seems like when they are talking about generally either in the past or in the future – next Thursday morning- they are using matinee. If it is not this morning, they are talking about one in the past. But see this one is just like today. I’m not sure why that would be matinee.

6: I guess that makes sense because if they are talking about not a specific time, they are just giving a general, like they’ll say of the morning of this day so they use de instead of le

6: which, yesterday and today is very specific, it’s not that far away which makes sense with what we said.

7: see the only thing that I can find... kind of got was that this word, matin, is used when it’s, like, necessarily, well actually that’s like in the morning. and matinee is used, not necessarily in the morning, but more of a earlier in the day

7: well what I would think is matin is just like fact, like there you know,

8: mm, hmm

7: and um, matinee would be

8: a little more unsure

7: just like uhh, earlier sometime

8: less exact
7: yeah.... like if you are trying to say it happened in the morning then it would be this, if you are trying to say it just happened earlier today it would be the other one...

8: kay

11: I think, think morning, when you use morning, you use ce matin if uhm if it’s a specific morning like this morning or tomorrow morning like really specific

13: but it, I think you are talking about like with la matinee you are talking about the entire morning

12: it looks like you divide up more than one parts you use matinee

13: so in English if it’s specific morning then it’s matin? and then like whole morning it’s matinee right?

12: it looks like it used in le matin if it is kind of a vague sense where they don’t give a specific date

13: yeah, when you divide it up you use matinee

13: but if you are talking about just like the morning of that day then you use matin, when you, when you have a year

13: yeah... and like anything anything within a year of what you are talking about like if you don’t say the year just like september 11th or april 16th or whatever then it’s like a closer time period so you just say matinee, but if it’s like a broader time period like you give the year like 1976 or something like that then you uh use matin

13: if it has a date with a year then you use matinee, but if it is a date that is close like the 29th of january then it’s matin...

11: I don’t know I didn’t see it... if it is talking about the context of something that you do early in the morning, then you use matin

15: ce matin is used when it is just referring to this particular morning

15: matinee seems to be more of a range of time like during the day, that’s what I’m noticing, that’s it

Collocation 9 (lexical collocation is marked with an “L” while syntactical collocatin is marked with an “S”)
2(L): I think I’m noticing the pattern of matinee appearing with like certain dates like when they say Saturday, April 9th or something like that. That’s one thing.

4(S): so it’s like are there any set phrases, well prepositional phrases dans, dans le matinee, dans le, ce matin, you know things like that

6(W): and here pendant la matinee, dans la matinee, they seem to use alot. toute la matinee, there’s another dans la matinee, pour de bou??de matinee,

13(S): yeah, I think if you describe it, if you use a descriptive word that one’s a horrible morning or a dreadful morning or there’s a beautiful morning

13(S): belle matinee, I think if you use a descriptive word with it you have to use matinee... all the morning..if you took

12(W): so matin is always used with ce matin

11(W): so if it’s the morning or this morning then you use matin

13(W): yeah, w.... and if you say like tomorrow or yesterday it’s matin, but if you say like uh Friday morning or Wednesday morning it would be matinee

15(S): matinee seems to be like seems to come after a preposition like dans or en cette matinee

Syntax 7
3: ok, oh, preposittons, not prepositional phrases, but ok, so I think that it has, with some, I think this has something to do with maybe the preposition because, [to researcher] is this a preposition? no it’s not, this is not a preposition, what kind of, what what’s grammatic term for the word this?

3: uhm, I think, uhm, it has something to do with the preposition right in front of it, like dans or do you know or ce do you know what I mean? like it has to do with that preposition like

3: it’s like those are preposition phrases, like can you say dans le matin? does that make sense? in the evening? see I don’t think you would say that it would be dans le la matinee

3: ok, I personally think it has something to do with the preposition, if it’s dans ou avec or centre??

5: to me matin has more of a structure where matinee was just kinda thrown in there with uhm articles and words

15: matinee seems to come after an adjective describing the day
Synonymy 0

Frequency 1

9: well, one thing it looks like matin is a lot more common

Confusion 3
3: yeah, gosh this is making my mind go back and forth

3: this is really, now that I’m thinking about it it is really perplexing to me, I mean it’s

5: I’m getting more confused now.

Rule Knowledge 6

4: uhm, because I know we just learned that uh matinee is only supposed to be like during

4: so the first example is kind of like he died during, i’m rationalizing because of what I’ve been taught, maybe it’s not, but it sounds like he died during the morning last

3: ok that’s, so that’s where that en, on this morning, see gosh, that is, cause I mean I want to think of what Jean-Pierre has told us about throughout or while it is happening is you would use like l’année vs an, you know like

5: See I thought that the difference between matinee and matin was that matinee was over a longer period of time.

6: it’s like the whole morning

9: well I know the rule is kind of if it happens during the course of the morning, like that, then usually it is ce matin and not cette matinee
Connotation 11

3: so how would you describe the meaning of dont? I would describe it like I said before, uhm a word uhm that uhm uhm it’s uhm it’s a word that includes some sort of possession like whose book is that it’s my book are you including me, yes you are including me, it’s showing possession or belonging to

4: or association with

3: association with, great, that’s a great, I like that even better instead of possession, yeah, that’s I think it’s uhm, yeah, I think it’s uhm, uhm yeah, that’s what this word is it’s showing association,

3: yeah, exactly, so it’s showing uhm belonging it’s showing association with in my opinion,

7: I thought as possessions

7: that’s still kind of possession

8: so... if it’s including then it’s grammatically correct? right? not like including like the word including, like if it has something to do with inclusion

13: it’s use in six, I think it is when you are referring to a person or I don’t know say les enfants

11: but if it’s you read it in the french kind of saying the technology that had re had benefited

12: three, they kind of beat around the bush and just get rid of it

12: yeah, they kind of beat around the bush in four too

Collocation 26(lexical collocation is marked with an “L” while syntactical collocatin is marked with an “S”)

4(S): with this one every single, with which every single one of the examples is followed by a noun

3(S): well, same observation in my point of view, it’s followed by a noun and it looks like it’s connecting, uhm
4(S): that one is a noun, but it’s with him and over here it is with how the government, ok it looks like all these are nouns right now

6(S): it has something to do I think with the phrase... after the dont it has to have a certain kind of phrase

6(S): so it has a clause after it. Is that what you call it?

6(S): it almost has the noun after it, then it describes it with a verb too.

6(S): it has a whole sentence after it, I see that, but I’m not.. so it has to come right after a noun would you say?

6(S): see I would have counted that one wrong on that test. It didn’t have a phrase after it.

6(S): so you’d think there’d be a noun after it... so it must have something to do with what comes before it.

6(W): a lot of it has a le,la or les after it though

6(S): it pretty much means that when including it goes straight into a noun.

6(S): that one tend, seemed to have a phrase after it, didn’t it?

5(S): it’s got like a full sentence after it

6(S): mm hmm... I think every single one had a whole phrase after it.

5: yeah

6: then we did which...

5: no verb or a subject, or noun or a subject

6(S): it still seems to have a whole phrase after it doesn’t it?

5: yeah

6(S): including didn’t have a full sentence.... I think this is harder to determine when to use it when the word is with...they have a phrase after it too, when it’s used as with...

6(S): it’s the only one that didn’t have a full phrase after it, it’s just like a noun.
12(L): they use qui, here it is a specific subject but here it is just those, you know, so they use don't, just with those they use qui

13(L): yeah... there have to be words directly next to it to relate to it like before it was les enfant here it’s like... like the region, the region or like

13(L): and when it’s an integer it’s not used and when it’s written out then it’s used.

11: so it’s used when you write out numbers?

13: yeah,
12(L): then it uses uh, the and it uses a and they have dans, they have y compris, here

13(S): it’s after a comma... doesn’t it have to have a definite subject and a definite object almost all the time? when it’s used?

13(S): you have to find a subject or an object before it and a subject or an object behind it...

13(S): yeah, that’s why it takes on so many meanings because in the context it can be including or with or whose or whatever... because it depends on the context of the entire sentence which gives it it’s meaning. But I think it is a general rule to say that you have to have a direct object or subject beforehand or direct object or subject after it too.

**Syntax 11**

3: yep, I agree with that, it’s like uhmm it acts maybe as a comma or something, it connects makes two sentences

5: it’s are, what are those, what’s that word where kinda puts two sentences together?

13: I think it’s what in number five.... It pretty much means any question word that you can think of

11: maybe it is pointing to something you know like what I’m talking about or who I’m talking about or which people I’m talking about

12: it’s definitely the subject

12: it’s look like it’s, in English if there’s a comma before including it uses that except for here this is

13: then in French if there is a comma, and then it’s used it means including
12: here they are using the **possessive** and they don’t use **don’t**

12: **new** and then you, it’s like he is almost is **que** is between two **subject** or an **o**, or a **subject** and an **object**... you know what I mean?

12: so if it’s using **whose** it’s got a **definite subject** and a **definite object**

15: in most of the cases it seems to connect two separate **subjects** and their corresponding **verbs**

**Synonymy 33**

3: I mean when I, yeah, I mean I understand you know how **don’t** could be **whose** or with but um, it’s just that I, I mean I see it and I understand it when I read it but I’m sure that there has to be some sort of pattern or some, so the question is what are some words that **don’t** is translated by in English, well we already suggested **whose**

4: yeah, and actually right there it is actually **that**, issues that I have just listed or **je vien de parler**, **dout je vien de parler**

5: what does **don’t** actually **translate too** though?

6: we are just gonna have to look for the English word and uh, to see look in the paragraph for the English word, if it is **whose** you know what comes after but it’s gonna be a lot harder if it is **including** or **with**

6: it’s **including**

7: like **which**, **whose**, **whom**.

8: I thought it was **including**, at the, alot

9: **don’t** can be **such as** ... **including quand**

11: **okay so I think the word’s that**

13: **don’t** is a little different, yeah it’s **more than one word**

11: yeah, I’ve seen **whose**,

13: **including**

12: here an example of...
11: which,
12: that
11: which, that, including
13: does it say where in number four?
12: we have that ????, where
13: number five about
11: huh?
13: number five, does it mean about
12: I think it’s what
12: here it’s used with including
12: here it’s used with which instead of that
11: and here with how
15: from looking at this it seems to be similar to English as whose, which, that, where, how

Frequency 2
11: so it really never is used with that very often?
13: yeah, that is something that is not used as very much.

Confusion 5
5: this is a just a random word.
5: this one’s getting, this is getting worse, though
5: I think this is one of those words where it doesn’t matter how much we look up you know. I'm not gonna get it. I know I'm not.
11: I don't get it
12: it's pretty confusing

Rule Knowledge 1

3: I mean I've never seen it before so in fact this is the very first time, I mean maybe I've read it before, but I don't ever remember seeing it
APPENDIX F: TEST NUMBERS
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3     17    7    6     10
4     24    6    0     18
5     12    9    9     3
6     20    5    5     15
7     12    15    3     -3
8     14    9    7     5
9     28    1    1     27
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12    19    11    0     8
13    15    12    3     3
15    20    5    5     15

stdev= 8.506682
K-R21= 0.944

dont
pretest
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stdev = 7.559862
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Memory and Memorization in Acquiring and Learning Languages: Louvain-la-Neuve.


Tribble, C., & Barlow, M. (Eds.). (2001). Special Issue: Using Corpora in Language Teaching and Learning (Vol. 5 (3)).
